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ABSTRACT

The Rumson-Fair Haven Senior Elective Program was developed and implemented by students, faculty, and administrators over the three-year period from 1971 to 1974. The program offers high school students who complete graduation requirements in the first three years of the four-year program a combination of the following options for the senior year: minicourse electives, independent study, work experience in the community, and preceptorials. The program is conducted in an open space building with an open campus policy. This brochure contains outlines of minicourses in the social studies department, listing texts and other bibliographical references and detailing units within the course outlines. Appended to each outline are brief statements on teaching styles and course evaluation methods currently in use in the program. Specific courses listed are Introduction to Psychology, Abnormal Psychology, Anthropology, Cultural Anthropology, Criminology, Sociology, History and Culture of the American Indian, Ancient African Empires, Intellectual History of the United States, Contemporary Foreign Affairs, State and Local Government, American Political Parties, and Vital Issues of the United States Constitution. (Author/PGD)

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COURSE OUTLINES IN SOCIAL STUDIES

ED1635570

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EA 011 007

Introduction

The Rumson-Fair Haven Regional High School Senior Elective Program was developed and implemented by students, faculty and administrators over a three year period from 1971 to 1974. In 1974 it was validated by the standards and guidelines of the United States Office of Education as successful, cost-effective, and exportable and approved for national dissemination by the Dissemination Review Panel. Funding for the development as well as the dissemination was through the Elementary and Secondary Act, Title III program in New Jersey.

Brochures describing the Senior Elective Program are available to interested parties free of charge. Visits to the Rumson-Fair Haven Regional School to see the program may be arranged with the project director. Interested educators may purchase a filmstrip-cassette presentation describing the development and implementation process, and a Resource Compendium and Profile containing student and teacher reactions to the program as well as outlines of seventy-six mini-courses developed by the staff.

The Rumson-Fair Haven Senior Elective Program offers high school students who complete graduation requirements in three years a combination of the following options for the senior year: mini-course electives, independent study and preceptorials. The senior program is conducted in an open space building. An open campus policy for seniors allows them to follow highly flexible schedules based upon a modular scheduling procedure. Funding by ESEA Title III provided stipends for planning and writing mini-courses of study covering a wide variety of subjects. Some of them may be considered as units of larger year long subjects, some are "new" to most secondary school curricula, while still others cross over departmental lines.

This brochure contains fully developed outlines of courses in the Social Studies Department listing texts, other bibliographical references, and detailed units within the course outlines. Appended to each outline are brief statements on teaching styles and course evaluations currently in use for each course. It should be noted that these courses are now being presented by the staff at Rumson-Fair Haven Regional High School. Complete outlines for other departments are anticipated in later publications.

Mr. Floyd De Nicola
Chairman

ABNORMAL PSYCHOLOGY

by William Savage

OBJECTIVES

This course presents an overview of what constitutes individual differences, behavioral maladjustments and disorders, and psychotherapy. The course begins with an in-depth study of the origin of the theories of personality, leading into frustrations, conflicts, anxieties, defense mechanisms and behavioral disorders. Each student researches one disorder and then discusses psychotherapeutic methods of treatment. The goal of the course is to create student awareness of the problem of behavioral disorders and how "normal" adjustments are achieved.

PART I. COURSE OUTLINE

I. Overview of Abnormal Psychology
- A. Definition of abnormal behavior
  - 1. What is normal?
    - a. Culture — time — location — influence
    - b. Majority rules
  - 2. Abnormal deviates from norm
    - a. Continuing, dominant, and enduring features of life patterns
    - b. Abnormal traits in normals
    - c. Examples of abnormal behavior
    - d. Abnormal behavior and mental illness
- B. The adjusted man?
  - 1. Invisible straitjacket
  - 2. Conformist in America
  - 3. Normal neurosis
  - 4. Misdirection of needs — "Squirrel Cage"
- C. Areas of study
  - 1. Brief course (topical) outline
  - 2. Goals of course — "Awareness"
- D. The mental health problem in the U.S.
  - 1. Extent of the problem
  - 2. Statistics on age groups
  - 3. Need for research and study

II. Personality and its Development
- A. Definition of personality
  - 1. Behavioral patterns and traits
  - 2. Characteristics — unique and distinctive
- B. Classifying people — personality types
  - 1. Somatotypes
  - 2. Abilities, attitudes and interests
  - 3. Modes of adjustment
- C. General origin of personality
  - 1. Role of heredity
    - a. Predispositions
    - b. Behavioral disorders
    - c. Abilities
    - d. Intelligence
  - 2. Role of environment
    - a. Culture
    - b. Society
    - c. Family
      - (a) Training and guidance
      - (b) Emotional stability
      - (c) Role development
  - 3. Idea of self
    - a. Seeing ourselves as others see us
    - b. Origins from infancy
    - c. Relationships with others
    - d. The process of change
- D. Psychoanalytic theory of development
  - 1. Pregenital stages
    - a. Oral
    - b. Anal
    - c. Phallic — latency
  - 2. Genital stage: heterosexuality

III. Theories of Personality
- A. Psychoanalytic theory — Freud
  - 1. Id, Ego and Superego
  - 2. Unconscious motivation
- B. Crisis theory — Erikson: Psychosocial crisis
- C. Introvert — Extrovert theory — Jung: Ambiverts
- D. Role theory — Linton: Cultural roles — five positions
- E. Escape theory — Fromm: Escape mechanisms
- F. Interpersonal theory — Sullivan: Circles of relationships
- G. Anxiety theory — Horney
  - 1. Basic anxiety
  - 2. Ten neurotic needs
- H. Learning theory — Skinner: Positive and negative reinforcement
- I. Superiority theory — Adler
  - 1. Inferiority complex
  - 2. Compensation
- J. Need theory — Murray
  - 1. Physiological needs
  - 2. Psychological needs
- K. Trait theory — Allport
  - 1. Uniqueness of individual
  - 2. "Becoming"
- L. Self-actualization theory — Maslow
  - 1. Pyramid of needs
  - 2. Self-awareness as the goal
- M. Control theory — Savage
  - 1. Life — a battle against frustration
  - 2. Learning to adjust — control
- N. "T.A." or "I'm o.k. — you're o.k." Berne-Harris
  - 1. Transaction with environment
  - 2. Definite positions and status

IV. Frustration and Conflict
- A. Definition of frustration
  - 1. Thwarting of goal-seeking behavior
  - 2. Adjustment

B. Sources of frustration
   1. Environmental
   2. Personal
   3. Conflict
      a. Approach — approach
      b. Avoidance — avoidance
      c. Approach — avoidance

C. Reactions to frustration
   1. Adjustment
   2. Vacillation
   3. Maladjustment — "breakdown"
   4. Fixation of response
   5. Aggression
   6. Fear and anxiety
   7. Defense mechanisms

V. Defense Mechanisms and Anxiety

A. Definition of defense mechanisms
   1. Protection of ego
   2. Defense against anxiety and fear

B. Flight or withdrawal reactions

C. Aggression reactions

D. Compromise reactions

E. Definition of anxiety
   1. Fact of life today
   2. Stress — uneasiness — conflict
   3. Coping with anxiety
   4. General adaptation syndrome
   5. Fear of unknown
   6. Ways of relaxation — individual

VI. Behavior Disorders

A. Definition of disorder: abnormal — normal behavior

B. Statistics on problem today
   1. United States
   2. Worldwide

C. Development of an abnormal behavior pattern
   1. Frustration and conflict
   2. Anxiety and fear
   3. Defense mechanisms
   4. Loss of control — "can't make it"

D. Cautions and limitations
   1. We all act somewhat abnormal
   2. We are only discussing extremes
   3. Research isn't near completion

VII. Two General Types of Behavior Disorders

A. Neurosis — definition and analysis
   1. Anxiety reactions
      a. Hypochondria
      b. Neurasthenia
      c. Obsession — compulsion
   2. Conversion reaction: Hysteria
   3. Phobic reactions
   4. Disassociative reactions
      a. Amnesia
      b. Multiple personality
      c. Fugue
   5. Depressive reaction
      a. Neurotic depression
      b. Social depression
      c. Personal depression

B. Neurotic Personality Disorders
   1. Schizoid personality
   2. Paranoid personality
   3. Obsessive - compulsive personality
   4. Passive - dependent personality
   5. Sociopathic personality

C. Psychosis — definition and analysis
   1. Difference between neurosis and psychosis
   2. Two "general" divisions
      a. Functional
      b. Organic
   3. Affective reaction: Manic–depressive
      a. Causes
      b. Treatment
   4. Paranoid reaction: Delusions of grandeur or persecution
      a. Causes
      b. Treatment
   5. Schizophrenic reactions
      a. Simple
      b. Hebephrenic
      c. Catatonic
      d. Paranoid
      e. Causes
         (1) Process
         (2) Reactive
      f. Treatment
   6. Involutional reactions
   7. Chronic brain syndromes
   8. Others
      a. Simile psychosis
      b. Intoxication psychosis
      c. Catastrophic reaction

D. General causes of mental illness
   1. Body chemistry
   2. Genetic theory
   3. Environmental
   4. Stress — a determining factor

VIII. Psychotherapy

A. Definition
   1. Sources of information in diagnosis
   2. Sources of patients' problems

B. Techniques in psychotherapy
   1. Directive counseling
   2. Client - centered counseling
   3. Psychoanalysis
   4. Behavior therapy
   5. Psychodrama
   6. Play or release therapy
   7. Group therapy
   8. Transactional analysis
   9. Realistic therapy

C. Medical therapy
   1. Psychosurgery
   2. Shock therapy
   3. Narcoanalysis
   4. Chemotherapy

IX. Mental Health in Today's Society

A. Is there a stigma on the mentally ill?

1. "Shrink" — "tarnished man"
2. Mental hospital syndrome

B. What can be done to encourage people to get help?
C. How thin is the edge between normal and abnormal?
D. What is the role of education?
E. How meaningful is psychology?

PART II. RESOURCES AND EVALUATION

A. Texts

Introduction to Psychology, Morgan, Clifford T., and King, Richard A., McGraw Hill, N.Y., 1971.

Abnormal Psychology and Modern Life, Coleman, James C., Lorthrop, N.Y., N.Y., 1964.

Neurotic Personality of Our Time, Horney, Karen, Norton, N.Y., 1937.

B. Additional Readings

Psychiatric Patient Case Histories, Davitz, Lois, Springer Pub. Co., N.Y., 1971.

Mental Health, Lang, Gladys E., Wilson, 1958.

Adjusted American: Normal Neurosis in the Individual and Society, Putney, Snell and Putney, Gail G., Harper and Row, N.Y., 1973.

Understandable Psychiatry, Hinsie, Leland E., Macmillan, N.Y., 1960.

Pattern and Growth in Personality, Allport, Gordon W., Holt, Rinehart & Winston, Inc., N.Y., 1961.

Theories of Personality, Hall, Calvin S., Wiley, 1970.

General Introduction to Psychoanalysis, Freud, Sigmund, Liveright, N.Y. (no date available)

Inner World of Mental Illness, Kaplan, Bert, Harper and Row, N.Y., 1961.

Abnormal Personality, White, Robert W., Ronald, N.Y., 1973.

Autobiography of a Schizophrenic Girl, Sechehaye, Marguerite, New American Library, N.Y., 1970.

Brain Damage and the Mind, Williams, Moyra, Penguin, Baltimore, Md. (no date available)

Theories of Counseling and Psychotherapy, Patterson, C.H., Harper and Row, N.Y., 1973.

Client Centered Therapy, Rogers, Carl R., Houghton Mifflin Co., Boston, Mass., 1951.

Nature of Psychotherapy, Jaspers, Karl, et al, University of Chicago Press, Chicago, Ill., 1965.

Psychotherapy and the Modification of Abnormal Behavior, Strupp, Hans, McGraw Hill, N.Y., 1971.

Modern Humanistic Psychotherapy, Burton, A., Jossey-Bass, San Francisco, Cal., 1967.

B. Films

Films are available from local hospitals, diagnostic centers, mental health agencies, the federal government, nearby universities and local libraries.

C. Tapes

Tapes are available for a small fee upon request from the University of Pennsylvania. Local libraries and mental health authorities can help. Students are encouraged to tape interviews, which they usually will donate to the school.

D. Consultants, Outside Speakers and Trips

1. Community members and teachers will serve as consultants to students in their research.
2. Outside speakers, such as the school psychologist, psychiatrists and counselors are available.
3. Trips
    a. Individually scheduled visit with a clinical psychologist
    b. Visit to state mental hospital

E. Teaching Styles

The entire range of teaching styles is used from lecture and task to individualized programs — teacher designed and student designed. Classes are informal and involve discussion and explanation on the part of the student and teacher. Guest speakers are invited periodically.

F. Evaluation

Course evaluation is based on attendance, class participation, two written and oral presentations, readings and an independent study project, student designed. On this basis the student and teacher will meet to discuss a grade or Pass-Fail.

PART III. DETAILED UNIT

Defense Mechanisms

I. Definition of defense mechanism
- A. Protection of ego involving situations
    1. Fear
    2. Anxiety
- B. Common usage vs. frustration
    1. Conscious
    2. Unconscious

II. Flight or Withdrawal Reaction
- A. Repression
    1. Motivated forgetting
    2. Psychoanalytic concept: Unconscious motive
- B. Regression
    1. Retreat to childhood or happier times
    2. Childlike behavior — primitive
- C. Fantasy
    1. Daydreaming
    2. Dreams
- D. Nomadism: physical moves or escape
- E. Beatnik — hippie reaction
    1. Withdrawal from normal life
    2. Cult behavior

III. Aggressive Reaction
- A. Displacement
    1. Scapegoating
    2. Misdirection
- B. Free floating anger
    1. Chronic reaction
    2. Anger at anything — outward

C. Threat of suicide: inward aggression

IV. Compromise or Substitute Reaction

A. Reaction formation
   1. Real motive disguised
   2. Confusion of love and hate

B. Projection
   1. Transfer of undesirable feelings
   2. Suspicion of others
   3. Paranoia as the extreme

C. Rationalization: excuses for failure

D. Identification
   1. Enhancement of self-esteem
   2. Imagining we are someone else
   3. Usually aggressive behavior

E. Sublimation
   1. Psychoanalytic concept
   2. Substitute activity to gratify sexual urges
   3. "Married" to the job

F. Compensation: excelling in one activity because of failure in others

V. Defense Mechanisms — Hiding the Real Problem

A. Natural to use them: needed for stability

B. Hiding or covering up problem creating more intense anxiety: usage in excess is harmful

VI. Resources

Introduction to Psychology, Morgan, Clifford T., and King, Richard A., McGraw Hill, N.Y., N.Y., 1971.

Abnormal Psychology and Modern Life, Coleman, James C., Lothrop, N.Y., N.Y., 1964.

Psychopathology: The Science of Understanding Deviance, Page, James D., Aldine, Chicago, Ill., 1971.

Film: *Breakdown*, McGraw Hill Films.

ANCIENT AFRICAN EMPIRES

By Geoffrey Blake

OBJECTIVES

All individuals regardless of color, nationality, religion or economic status should be aware of their own heritage as well as the contributions other civilizations have made to the world, past and present.

To understand the present, it is important to understand past history. The tense situations in the world today have roots in this past and may well yield the solutions to current problems. The study of the past not only gives the student pride in his own background but also helps to develop his thinking along certain historical lines. It may alter his ideas concerning people in the world today.

This course endeavors to show the influential and rich heritage of the three ancient and most important African Empires, with emphasis upon intellectual and technological achievements of their civilizations. It thus attempts to refute the notion that the black man has originated from a bleak and barren background void of a culture that existed in other civilizations, such as in Greece or Rome.

It is hoped that, by the end of the course, the students will understand the great cultural, educational, scientific and personal aspects of this time as each empire rose and then fell.

PART I. COURSE OUTLINE

I. Introduction and Overview

II. Background

A. African history from earliest times

B. Africa's importance for the development of Homo sapiens

C. Beginnings of the African Iron Age, north and south of the Sahara

III. Factors of Growth

A. Development and diversity of community life in ancient times south of the Sahara

B. Growth and importance of trading centers

C. Further evolution of Iron Age political systems

D. Outline of some of the largest of these systems in Western and Central-Southern Africa up to the sixteenth century

E. Rise and early consequences of Islam

IV. Trading Cities

A. Development of North African trading centers

B. Effect of early European traders

C. Timbuktu as a center of trade for Africa

D. Development of trade and spread of culture throughout Western Africa

E. Arabic influence and change

V. Ghana

A. Origins of people

B. Major cities of Ghana
C. Economy of Ghana
D. Geographic importance of Ghana
E. Effects of geography on Ghana's wealth, culture and social order
F. Attraction of Ghana for rivals and invaders
G. Moslem and Berber conquests of Ghana

VI. Kanem-Bore
A. Origins of people
B. Economic importance of Kanem-Bore
C. Importance of geography for Kanem-Bore's economic existence
D. Endurance of Kanem-Bore and its importance to the remnants of African political traditions
E. Social organization of Kanem-Bore
F. Three main periods of Kanem-Bore's history

VII. Mali and Songhay
A. Origins of people and empire
B. Wars for survival
C. Geographical importance of the region for its wealth
D. Rulers
E. Growth of empire
F. Arabic invasions which led to downfall of empire
G. Educational achievements of Timbuktu
H. Decline of both empires
I. Remnants of highly developed civilization

VIII. South of Sudan
A. Iron Age development
B. Effects of Arabs on black Africa
C. Transformation of old Africa to new
D. White exploitation of Africa

IX. Christianity in Africa
A. Early missionary developments
B. Attempt at full scale expansion of Christianity
C. Results of Christianity in Africa
D. Christianity in Africa today
E. Ethiopia — Christian symbol in Africa

X. Islam in Africa
A. Why it took root
B. Importance of Islam in Africa
C. Arab force throughout Eastern Africa
D. Islam in Africa today

XI. Slavery in Western Africa
A. Beginnings
B. Portuguese and Dutch exploitation
C. Changing life in West Africa as a result of the slave trade
D. Results of slavery in West Africa
E. Eventual establishment of Liberia

XII. Slavery in Eastern Africa
A. Beginnings
B. Arab forces in slavery
C. Changing life in East Africa
D. Results of slavery in East Africa

XIII. Current West Africa
A. Nations and governments of West Africa
B. Effects of Old Africa on the New Africa
C. What to look for in the future
D. Pan-Africanism

PART II. RESOURCES AND EVALUATION

A. Texts

Africa; Its Empire-Nations and People, Motley, M.P., Wayne State University Press, Detroit, Mich., (no date available)

B. Resources

Africa: The Politics of Independence, Wallenstein, Immanuel, Alfred A. Knopf, Inc., N.Y., N.Y., 1961.

African Slave Trade Pre-Colonial, Davidson, Basil, Little, Brown & Co., Boston, Mass., 1961.

A Guide to African History, Davidson, Basil, Little, Brown & Co., Boston, Mass., 1967.

Sub-Sahara Africa, World Area Today, Burke, Fred G., Harcourt, Brace & World, N.Y., N.Y., 1968.

Africa South of the Sahara, Kingsnorth, A.W., Cambridge Press, N.Y., N.Y., 1969.

An Introduction to the History of East Africa, Kingsworth, G.W., Marsh, Z.A., Cambridge University Press, N.Y., N.Y., 1966.

A History of Africa South of the Sahara, Wiedner, Donald L., Alfred A. Knopf, Inc., N.Y., N.Y., 1962.

South Africa, McClellan, Grant S. (ed.), H.W. Wilson Co., N.Y., N.Y., 1962.

The African Past, Davidson, Basil, Grosset & Dunlap, Inc., N.Y., N.Y. (no date available)

The Lost Cities of Africa, Davidson, Basil, Little, Brown & Co., Boston, Mass., 1970.

Africa in History, Davidson, Basil, Macmillan, N.Y., N.Y., 1974.

Africa Since 1875, Hallet, Robin, Univ. of Michigan Press, Ann Arbor, Mich., 1973.

Black Africa – Vol. I-II, Howe, Russell W., International Publication Service, N.Y., N.Y., 1966 & 1967.

Africa in the Early Days, Finkley, Sylvia, Odyssey Press, Indianapolis, Ind. (no date available)

Ancient Africa, Chilioke, F.A., Holmes & Meier, N.Y., N.Y., 1969.

C. Periodicals

Listed in the Readers Guide to Periodicals are various magazines and articles containing material dealing with the subjects at hand.

D. Microfilm

The New York Times, U.S. News and *World Books* and *Current History* microfilms are a good source of knowledge on current African situations.

E. Maps

Since geography plays an important role in this course, maps are extremely beneficial.

F. Teaching Styles

The course is conducted on a seminar basis; discussions are based upon readings. A paper is required on some aspect of Black African history before 1800.

G. Evaluation

The Pass-Fail grading system is used for this course. Since the objective of the course is to broaden the students' outlook on African life in the past and to help them discover the vast importance of African traditions, evaluating their ability to grasp this knowledge is not the prime concern. The course aims to enhance their background and experience.

PART III. DETAILED UNIT

GHANA

I. Origins of people
- A. Soninkes people
  1. Tribal groups descended from one ancestor
  2. Sisse, the leading family, provided kings, officials and providencial heads
- B. Moslem, Berber traders
  1. Influenced new towns
  2. Brought new customs, styles, etc.
  3. New industries developed as a result of a new wave of tradesmen
- C. Almorvids
  1. Reform group of Moslems founded by Ibn Yacin
  2. Fierce desert tribesmen not cultured or interested in culture
  3. Soninkes could never regain the control over Ghana as a result of their invasion
     a. Many states broke away during the Almoravid invasion
     b. Many were now Moslem and did not wish to rejoin a pagan state

II. Major cities of Ghana
- A. Koumbi — capital city
  1. Seat of government
  2. Intellectual center
  3. Trade center for caravans
- B. Sidjilmassa — commercial city
  1. City where trade routes began
  2. Financial capital
- C. Taghaza — salt mine city
  1. Salt mined here
  2. Commercial center for trade
- D. Ghanata — twin city to Koumbi
  1. Shared in the capital's wealth
  2. Army center
  3. Rivaled Koumbi for wealth

III. Economy of Ghana
- A. Salt
  Salt mines of Taghaza brought merchants from the north to Ghana
- B. Trade in general
  Cotton, cloth, metal ornaments, leather
- C. Gold supply
  1. Mined in Ghana
  2. Exported on trade caravans
- D. Gum arabic
  Exported to Morocco and then to Spain to prepare silk
- E. Copper, ivory, pearls
  Exported to northern Africa for export to Europe

IV. Geographic importance of Ghana
- A. Trade center for the Arabs across the Sahara
- B. Gold center of Africa, south of Sahara
- C. River trade center
  1. Niger — beginning of Ghana civilization
  2. Senegal — trade route
  3. Volta — trade route

V. Effects of geography on Ghana's wealth, culture and social order
- A. Position of cities in relationship to the minerals present in the area
- B. Trade route cities flourish in the north because of closeness to Arab world
- C. Wealth brings about certain social classes, subjugates others into a slave class

VI. Ghana's attraction for rivals and invaders
- A. Geographically attracts the northern nomads
- B. Financially attracts traders from Arab and Berber worlds
- C. Culturally attracts Almoravids and other peoples who wish to destroy it

VII. Moslem and Berber conquests of Ghana
- A. Moslems invade to spread Islam
- B. Meet with resistance
- C. Moslems more advanced in battle
- D. Almoravids eventually conquer
- E. Islam greatly changes Ghana
  1. Intellectually
  2. Morally
  3. Economically
- F. The State is never the same
  1. Invasions continue from north and east
  2. Berbers invade Ghana
     a. Invade for purpose of monetary gain
     b. Plunder the capital of Koumbi
     c. Destroy much of the existing intellectual and social order

AMERICAN POLITICAL PARTIES

by Barry Bradford

OBJECTIVES

The basic objective of this course is to encourage students to take an active role in the political affairs of their community and to decide what that role should be.

Learning objectives that contribute to this goal are: an understanding of the history, function and organization of American political parties; a knowledge of the mechanics of nomination, campaign and election; and an opportunity to observe the system at work by participating in a current election. At times when no election is in progress, interviews with local political figures, campaign managers, convention delegates and the like are substituted.

The objectives and topics which follow are teacher designed and may or may not meet the needs and objectives of the students who elect this course. It is hoped that the students will expand, improve upon, or perhaps even reject these topics, and that an atmosphere is created whereby they go beyond basic course requirements.

PART I. COURSE OUTLINE

I. History of American Politics
- A. The two-party system
- B. The majority party concept
  1. History
  2. Is there a majority party today?
- C. Four-party politics
- D. Significant third parties

II. The Structure of a Political Party
- A. National committee
- B. State organization
- C. The county chairman
- D. District and precinct leaders
- E. Local workers and voters
- F. Current reforms
- G. Contrast with "party structure" in Soviet Union or China

III. The Function of a Political Party
- A. Conventions
- B. Candidates
- C. Fund raising
- D. Jobs and appointments
- E. Loyal opposition
- F. Order out of chaos?

IV. The Making of a President
- A. The primary system
  1. Old
  2. New
  3. Does it work — or what else needs to be done?
- B. The Convention
  1. Credentials
  2. Platform
  3. Nomination
  4. A word about vice-presidents
- C. The campaign
- D. Election day

V. Congressional and Gubernatorial Elections

VI. Recent Relevant Elections
- A. 1948 — "The Classic"
- B. 1952 — "The Republicans Return"
- C. 1960 — "The Catholic Candidate"
- D. 1964 — "The Landslide" (or 1972)?
- E. 1968 — "The New Nixon"

VII. Politics 1972 — 1976
- A. The candidates
- B. The issues
- C. The campaign

PART II. RESOURCES AND EVALUATION

A. Texts

Deadlock of Democracy, Burns, James M., Prentice Hall, Englewood Cliffs, N.J., 1963.

American Politics Since 1945, Dalfiume, Richard M., New York Times Book Service, N.Y., N.Y., 1969.

The Selling of a President, McGinnis, Joseph, Trident, N.Y., N.Y., 1968.

Parties and Politics in America, Rossiter, Clinton, Cornell University Press, Ithaca, N.Y., 1960.

Political Parties in the United States, Sindler, Allen P., St. Martin's Press, Inc., N.Y., N.Y., 1966.

The Making of the President 1960, White, Theodore H., Atheneum, N.Y., N.Y., 1961.

The Making of the President 1964, White, Theodore H., Atheneum, N.Y., N.Y., 1965.

The Making of the President 1968, White, Theodore H., Pocket Books, Inc., N.Y., N.Y., 1970.

The Making of the President 1972, White, Theodore H., Atheneum, N.Y., N.Y., 1972.

B. Films

America Votes — (20 min.)
Presidential Elections — (15 min.)
Screen News Digest, Vol. 6, #9 — (20 min.)
Screen News Digest, Vol. 7, #2 — (20 min.)
Screen News Digest, Vol. 10, #9 — (14 min.)

C. Outside Speakers
1. Local campaign managers
2. Convention delegates
3. Party officials

D. Periodicals

(various)

E. N.Y. Times microfilm (1960 — 1975)

F. Teaching Styles

The main teaching styles in this course are problem solving, guided discovery, discussion, lecture, films and outside speakers.

G. Evaluation

It is hoped the students elect a Pass-Fail grade and go as far as their own goals lead them. The teacher must, however, establish certain minimal requirements at the outset of the course. To this extent, students are expected to comply with the following in order to Pass:

1. Attend class regularly and participate in its activities
2. Read the source material assigned
3. Complete teacher assigned reports on recent elections
4. Design a project concerning the current elections

In the event a student requires a letter grade, his project must be approved by the teacher and submitted for evaluation at a certain stipulated time. A teacher-student conference will be held to discuss the evaluation.

PART III. DETAILED UNIT

Recent Elections

I. Objectives

To have students study and understand the impact of a particular election on American politics (secondary objectives include use of source material, group discussion and problem solving)

II. Procedure

1. The instructor explains briefly why certain elections have been selected so as to give students some basis for making a choice in reporting (1948, 1952, 1964 and 1968)
2. The instructor provides an information sheet listing basic source material, other possible sources, and basic details to be included in the report:
   a. Who were the candidates?
   b. What were the issues?
   c. What factors most influenced the outcome?
   d. What effect did this election have on American political history?
3. A time limit is agreed upon through student-teacher discussion.
4. The instructor is available for individual conferences and/or progress reports.
5. Upon completion of research, the reporting student leads a group discussion. Students compare and contrast results and, wherever possible, relate them to current situations.

ANTHROPOLOGY

by Robert Culp

OBJECTIVES

The major objective of this course is to have students learn more about themselves and their fellow human beings by studying many levels of culture from primitive to modern, and in many parts of the world. They have an opportunity to cultivate "an Anthropological perspective" which allows them to be part of their own culture and, at the same time, be out of it. Students learn to use the study of other cultures as a mirror for viewing their own. The students learn to observe human activities, tribal rituals from birth to death and beyond, fears, evolution, and ethnocentrism.

Other course objectives include learning the use of the scientific method in examining human behavior not as an end in itself but as a means of suspending biases and value judgements so as to understand cultural behavior. In this way, students can come to experience one of the major influences of Anthropology; that is, allowing them to see themselves and their institutions more clearly by moving aside the veils of chauvinism, prejudice and ethnocentrism that have kept them from seeing that "other societies had institutions similar to and as complex and historically as full as their own."

Emphasis is placed on learning through inquiry, problem solving, answering "think questions," discovery and independent study. Students are made partners in the learning process and learn to clarify and understand their own values in their encounter with the problems, research and literature of Anthropology.

PART I. COURSE OUTLINE

I. Defining the Discipline

- A. Anthropology, a behavioral science
- B. Physical anthropology
  1. Genetics
  2. Human morphology
  3. Human paleontology
  4. Human biology
  5. Anthropometry
  6. Archaeology
  7. Primatology
- C. Cultural anthropology
  1. Ethnology
  2. Ethnogeography
  3. Social anthropology
  4. Linguistics
  5. Archaeology

II. Culture and Society

- A. Concept of Culture: "Man is not born human."
- B. Non-instinctive nature of culture
- C. Cultural relationships to perception
- D. Culture channels biological processes

E. Cultural universals
F. Relationships of genetics to culture
G. Evolution and culture
H. Cultural relativity
I. Sub-cultures
J. Symbolic behavior in culture
K. Functional nature of culture
L. Components of culture:
   1. Norms
   2. Folkways
   3. Taboos
   4. Mores
   5. Values
   6. Belief systems
   7. Cultural elements
   8. Complexes and institutions
M. Culture and social maintenance
N. Society and culture distinguished
O. Culture and language
P. Comparison of cultures
   1. Study impact of Western Culture on African folk cultures: Read Turnbull, C., *The Lonely African;* also read Turnbull's *Mountain People* and *Forest People.*
   2. Comparison of adolescence in four societies: Irish farmers, Indian Rajputs, The Hopi, the United States
Q. Culture and Personality
   1. Child training and personality development
   2. Primitive education and enculturation
   3. Study:
      a. Freud, S., *Totem and Taboo*
      b. Malinowski, B., *Sex and Repression in Savage Society*
      c. Mead, M., *Coming of Age in Samoa, Growing up in New Guinea*
      d. Benedict, R., *Patterns of Culture*
      e. Erikson, E., *Child in Society*
      f. Kenyatta, J., *In the Shadow of Mount Kenya*

III. Race

A. Definitions of Race
   1. Human populations
   2. Geographical races
   3. Local races
   4. Microgeographic races
   5. The significance of inbreeding
   6. Genetic composition
B. Race and cultural capacity
   1. The question of biological superiority
   2. One beginning or many?
   3. Classification of races
   4. Psychological comparisons
   5. Significance of racial differences
   6. Concept of race a myth?
   7. Ethnic groups

IV. Man's Place Among the Primates

A. Problems of classification
B. Evolutionary history: the fossil record
C. The living primates
D. Primate behavior
E. Dating prehistoric remains
F. Genetics and evolution
G. Genetic drift
H. Transition to man
   1. Many types of Australopithecus
   2. Olduvai Gorge; Omo; the Neander Valley
   3. Tool-users
   4. Java man
   5. Culture of Peking man
   6. Chilean hand ax-tradition
   7. Fire use
   8. Neanderthal Man and modern man
   9. Homo sapiens
I. The Dawn of Civilization
   1. Shift from food gathering and hunting to intensive foraging and hunting
   2. Vegetation a primary source of sustenance
   3. Neolithic era and the development of agriculture
J. The Khartoum mesolithic in Africa
K. Mesolithic complex in the Americas
L. Artifacts
M. Characteristics of early civilization

V. The Life Cycle

A. Primitive theories of conception
B. The physiology of paternity and maternity
C. Pregnancy
D. Prenatal taboos
E. Childbirth practice
F. The couvade
G. Naming and presentation of the child
H. Postnatal isolation
I. Puberty rites and transition of status
J. Andaman Island rites
K. West African rites
L. Circumcision in relation to other cultures
M. Maturity
N. Death and Mortuary rites

VI. Mating and Marriage

A. Mating
   1. Premarital mating
   2. Prohibitions of incest
   3. Exceptions to the incest taboo
B. Preferential mating
   1. Endogamy
   2. Parallel-cousin marriage
   3. Exogamy
   4. Homogamy
   5. Affinal, substitution, or continuation marriage
   6. The levirate
C. Modes of acquiring a wife
   1. Progeny price
   2. Establishment of jural rights
   3. Distribution of marriage cattle among the Nuer

4. Suitor exchange
5. Gift exchange
6. Capture
7. Inheritance
8. Elopement

D. Divorce and the dissolution of marriage

VII. The Family and the Extension of Kinship

A. Conjugal-natal family
B. Monogamy and family structure
C. Residence
D. Consanguine family systems
1. Polygamy
2. Polyandry
3. Property and polygamy
4. Arunta
5. Extensions of brotherhood
6. Age-group
7. Joint family

E. Comparisons of conjugal and consanguine systems
F. Matrilineal and martilocal families
G. Extended families
1. The Nyar taravad
2. The Hindu caste system and the family
3. Caste in societies other than India

H. Kinship
a. The kindred and the ramage
b. Bilateral principle
c. Unilateral principle
d. The lineage
e. The clan and the sib
f. The tribe, village and totem
g. The moiety
h. The phratry

I. Universal functions of unilateral groups
J. Secondary functions of unilateral groups
a. Legal
b. Governmental
c. Economic
d. Religious and ceremonial
e. Rites of passage
f. Totemic

K. Attitudes towards homosexuality
L. Types of kinship systems
M. American kinship system

PART II. RESOURCES AND EVALUATION

A. Texts

The Twice Born, Carstairs, G. Morris, Peter Smith, Gloucester, Mass., 1957.

The Origin of Species, Darwin, Charles, Atheneum, N.Y., N.Y., 1967.

Fossil Man, Day, Michael, Bantam, N.Y., N.Y., 1971.

Evolution, Genetics and Man, Dobzhanski, T., John Wiley, N.Y., N.Y., 1955.

Kinship and Marriage, Fox, Robin, Penguin, Baltimore, Md., 1968.

Childhood in Society, Erikson, Erik H., N.Y., N.Y., Norton, 1964.

Totem and Taboo, Freud, Sigmund and Strachey, James, N.Y., W.W. Norton, 1952.

In the Shadow of Mount Kenya, Kenyatta, Jomo, Random House, N.Y., N.Y., 1962.

Mirror for Man, Kluckholm, Clyde, McGraw Hill, N.Y., N.Y., 1949.

Adam's Ancestors, Leakey, Louis, Peter Smith, Gloucester, Mass. (no date available)

Four Ways of Being Human, Lisitzky, Gene, Viking Press, N.Y., N.Y., (no date available)

Sex and Repression in Savage Society, Malinowski, Bronislaw, Harcourt Brace, N.Y., N.Y., 1953.

The Tree Where Man was Born, Matthiessen, Peter and Porter, Eliot, Dutton, N.Y., N.Y., 1972.

Growing Up in New Guinea, Mead, Margaret, Apollo Eds., Dell, N.Y., N.Y., 1967.

Coming of Age in Samoa, Mead, Margaret, Marrow (no date available)

Understanding Evolution, Ross, Herbert, Prentice Hall, Englewood Cliffs, N.J. (no date available)

Case Studies in Cultural Anthropology, 50 (ed.), Spindler, George D., Holt, Reinhart & Wilson, N.Y., N.Y., 1963.

The Mountain People, Turnbull, Colin M., World Pub., N.Y., N.Y., 1968.

The Forest People, Turnbull, Colin M., Simon & Schuster, N.Y., N.Y., 1961.

Lonely African, Turnbull, Colin M., Simon & Schuster, N.Y., N.Y., 1962.

B. Periodicals

Scientific American
The American Anthropologist
Current Anthropologist
Journal of Social Issues
The Scientific Monthly
The Encyclopedia of the Social Sciences

C. Films

The Hunters
The Dead Birds
Miss Jane Goodall and the Wild Chimps
The Nuer
Dr. Leaky
Tasaday—Cave People
People of the Congo
Black Genesis: Art of Tribal Africa
Nigeria: Culture in Transition
Tropical Rain Forest

D. Teaching Styles

Inquiry, problem solving and guided discovery methods are the teaching styles used extensively.

E. Evaluation

Grades are minimized. If possible the groups vote on a common grade. Then, having dispensed with grades, a more honest student-teacher relationship

is possible. Student research, reports, discussion, papers can be criticized more objectively. Very often a discussion reveals student progress in dealing with biases, prejudices and insights into subcultures and countercultures unfamiliar to, and in some cases, opposite to student values.

It is presumed, as indicated in the statement of objectives, that students as often as possible, in a condition of independence, make the decisions as to what is studied, design the problems and methods of investigation, and ask questions and come to their own conclusions.

The topics in the above outlines are teacher-designed and lend themselves to inquiry, problem solving and guided discovery. It is anticipated that students study topics not listed as well as those listed.

The nature of the work dictates the evaluation process. This does not rule out conventional essay questioning or objective inquiries, the purpose being to help the student learn about himself. Students may, of course, opt for Pass-Fail or individual grades if they wish.

The teacher also writes an anecdotal evaluation of each student. These are far more frank than any traditional grading system.

PART III. DETAILED UNIT

Comparison of Adolescence in Four Societies

I. Objectives

A. To help students discover that adolescence differs from society to society
B. To develop an understanding of the definitions of adolescence, its beginning, duration, end and role in several societies
C. To help students discover that culture modifies this biological process
D. To raise the questions: What is an adolescent in our society? How do people become adolescents?

II. Procedure

Preparation for this unit begins with student discussion centering around the following questions:

A. Is there such a thing as an adolescent society?
B. Do adolescents have a style of life, a pattern of preferences, so distinct from adults or children that this style can be called an adolescent culture?
C. If adolescents differ from others, why do they differ?
D. Why is entry to some movies restricted to "Adults Only?"
E. What does all this tell us about adolescence?

III. Assignment

A. Given the premise that there is variation among adolescents, what are some questions you might want to explore concerning adolescence? Students should produce a list.
B. Three important questions which should be answered and which form the basis for this unit are:
   1. How do adolescents get that way?
   2. Why are there differences among adolescents?
   3. Is adolescence the same all over the world?
C. Each student is given four charts which are to be filled in on the basis of his readings. The charts are to help the student organize his thinking.
D. Students read Chapter 4 in *Four Ways of Being Human* about the Hopis, *The Twice Born*, about the Rajputs of India, *Beyond the Melting Pot* and a selection adapted from *Family and Community in Ireland* about the Irish. They also use their personal experiences to generate materials about adolescence in the United States. The readings and experiences are used to create charts similar to the one outlined below:

Sample Chart:
Irish Farmers

Social Stage Preceding Adult Status	Boys	Girls
1. At what age does adolescence end?		
2. What special events mark the beginning and the end of this stage?		
3. What new duties, privileges, and training come with adolescence?		
4. What social activities are characteristic of this period?		
5. What are the major differences between adolescence and adulthood?		

IV. Other questions which should be answered are:

A. What do we find in common about adolescence in all four societies?
B. Why does the length of the adolescent period vary?
C. How intensive and directed is preparation for adult life in the United States? Does it vary much? How? Where?
D. What is the purpose of rights and restrictions during adolescence?
E. What is the purpose of ceremonies and rites? Do we have them in the United States?

CONTEMPORARY FOREIGN AFFAIRS 1945 — 197 — Recent Interpretations

by Robert Kasten

OBJECTIVES

The major objective of this course is to make students aware of their world environment and the influence they can have upon it. They are made to realize that as members of a nation they can affect the future, particularly through the study of America's role in world affairs during the last few decades. Students learn that world events have influenced, and will continue to influence, their lives. Individuals who wish to work in directions which could effect change are encouraged to do so; those who desire to work toward maintaining the *status* quo can work toward this goal. All, however, are asked to evaluate practices, policies and personalities so as to come to their own conclusions and make their own decisions.

Other course objectives include helping the students develop skills in library and new media usage so as to evaluate resource materials orally or in written form. The course should lead the students to a realization that historical views are constantly in a state of flux. When presented with the different or the unorthodox, the students should perceive that even so-called experts may disagree.

In summary, then, the course will attempt to promote an increase in student understanding and awareness of world problems and their influence on the future.

PART I. COURSE OUTLINE

I. Introduction and Overview

II. Background
- A. A new manifest destiny: The Spanish-American War
- B. World War I and its legacy: Idealism to Isolationism
- C. Bad and Good Neighbor Policies
- D. World War II: Isolationism to Interventionism
- E. Fighting the Wars (Europe and Asia)

III. 1945
- A. Defeat of Germany
  1. Meeting at the Elbe
  2. Nürenberg trials
- B. On using two "A" bombs
- C. Diplomacy: the Conferences
  1. Yalta: Misinterpretations and Interpretations
  2. Potsdam
  3. The U.N.
- D. The superpower (s): U.S. & U.S.S.R. compared

IV. Onset of the Cold War
- A. American-Soviet relations, 1975–1945, a policy of continuity
  1. U.S. intervention
  2. Non-recognition
  3. The Red Scare
  4. The Second Front
- B. Struggle for Eastern Europe
- C. End of U.S. aid
- D. Germany: Revenge versus Reintegration

V. End of an Alliance

Communism versus Democracy. Free World versus Slave World, East versus West, Christianity versus Atheism

VI. Action or Reaction?
- A. Iron curtin speech
- B. Mr. "X"
- C. The 80th Congress
  1. Truman Doctrine
  2. Marshall Plan
  3. Berlin Blockade
- D. Exacerbation
  1. NATO
  2. Monetary policies
  3. Creating Germanies
  4. "A" & "H" bombs
  5. The Warsaw Pact
- E. Early critics of American policy
  1. Robert Taft — Mr. Republican
  2. Henry Wallace — Progressive
  3. Walter Lippmann — Pundit
  4. Norman Thomas — Pacifist

VII. Asia—Post War Era
- A. Japan — the MacArthur Era
- B. China
  1. In revolution
  2. The two Chinas
- C. Korea
  1. Division
  2. War
  3. Dissent
  4. POW's and the truce
- D. French Indo-China, the beginnings of U.S. involvement

VIII. McCarthy & McCarthyism
- A. The precursors
  1. Smith Act, 1940 and the cold war trials
  2. Loyalty Act, 1947 and cleansing the government
  3. H.U.A.C. and its hearings
  4. McCarran Act, 1950
- B. The "Spies"
  1. Alger Hiss
  2. The Rosenbergs
- C. Foreign affairs and rise of McCarthy
- D. McCarthyism
- E. Effects of McCarthy and McCarthyism

IX. "Time for a Change"
- A. Eisenhower versus Stevenson: the cam-

paign, rhetoric and reality
B. An agonizing reappraisal of John Foster Dulles
C. Death of Joseph Stalin
D. Geneva Conference 1954
E. Geneva Conference 1955

X. **Republican Liberation**
A. The falling Domino
B. Using the CIA
1. Iran
2. Guatemala
C. Europe
1. Poland
2. Hungary
3. Berlin again
D. The Middle East
1. The Suez crisis
2. The Eisenhower Doctrine
E. The Far East
1. SEATO
2. China — the offshore island affair
3. Vietnam — commitment to Diem
F. Cuba: Rise of Castro to withdrawal of U.S. recognition

XI. **Eisenhower and Khrushchev**
A. Sputnik I
B. Mr. K visits the U.S.A.
C. U-2
D. The Paris summit

XII. **Eight Republican Years — an Assessment**
A. "I like Ike"?
B. The lost opportunities
C. The farewell address — a warning

XIII. **Campaign 1960: Kennedy versus Nixon**
A. The missile gap
B. Our image
C. Other foreign affairs issues

XIV. **A Liberal (?) as President**
A. Inaugural address
B. An American build-up
1. Here — with missiles
2. There — with "advisors"
C. Alliance for Progress and the Peace Corps
1. The programs
2. A latter-day assessment
D. The Cuban crises
1. The Bay of Pigs
a. U.S. sponsored invasion
b. Failure
2. The Missile crisis
a. Buildup, blockage, withdrawal
b. As a U.S. "victory"
E. Nuclear Test Ban treaty
F. Assassination
1. Was his policy changing?
2. The myth and the man

XV. **L.B.J.**
A. Inherited problems
B. Policies changed or continued
C. Election of '64: a victory for the peacemaker
D. Escalation — Americanization
E. The tale of two crises: a comparison of U.S. and U.S.S.R. policy
1. U.S. and the Dominican Republic
2. U.S.S.R. and Czechoslovakia
F. U.S., U.S.S.R. and the six-day war
G. Tet
H. Protest American style
I "I will not run"

XVI. **The Making of a President 1968**
A. A three-way race
B. "I have a plan"
C. Nixon or the Guam Doctrine
D. Vietnamization
E. Re-escalation in Southeast Asia
F. Current status

XVII. **Détente**
A. U.S. and Red China
B. U.S. and U.S.S.R.
1. SALT talks
2. Mission to Moscow

XVIII. **Cost and Consequences of U.S. policy**
A. Cost in lives
B. Cost in dollars
1. The military-industrial complex
2. Recession and inflation
3. Devaluing the dollar
4. Price and wage controls
C. Cost in moral leadership
1. At home
a. Disenchantment of youth
b. Decline of Bill of Rights
c. Pentagon Papers
2. Abroad
a. Overkill
b. Maintaining the *status quo*
D. The widening gap: rich nation, poor nation
E. Decline of the U.N.
F. Power of the President
G. Cold War myths and fallacies

XIX. **The Great Debate**
What Should be the World Role of the United States?
A. The American Empire
B. Neo-Isolationism

PART II. RESOURCES AND EVALUATION

A. Texts

America, Russia, and the Cold War, 1945-1970, Le Feber, Walter, Wiley, John & Sons, N.Y., N.Y., 1972.

Rise to Globalism – American Foreign Policy, 1938-1970, Ambrose, Stephen, E., Penguin, Baltimore, Md., 1971.

B. Additional Readings

The following is meant to be a representative list-

ing. The student should refer to author, title, index catalog in his school library or in public library catalogs.

A Diplomatic History of the American People, Bailey, Thomas, Appleton, N.Y., N.Y., 1969.

American Power and the New Mandarins, Chomsky, Noam., Random, N.Y , N.Y., 1969.

Documents of American History, Commager, Henry, Appleton, N.Y., N.Y., 1968.

The Free World Colossus, Horowitz, David, Hill & Wang, N.Y., N.Y., 1971.

My Lai Four, Hersh, Seymout, Random, N.Y., N.Y. (no date available)

Cuba – Anatomy of Revolution, Huberman, Leo, Monthly Review, 1961.

Roots of American Foreign Policy, Kolko, Gabriel, Beacon, N.Y., N.Y., 1969.

Background to Viet-Nam, Newman, B. Signet, The New American Library, Inc., N.Y., N.Y., 1966.

Cold War: Containment and its Critics, Ross, H.(ed.), Rand McNally & Co., Chicago, Ill., 1967.

Pentagon Papers, Sheehan, Neil, Bantam, N.Y., N.Y. (no date available)

Tragedy of American Diplomacy, Williams, William A., Dell, N.Y., N.Y., 1972.

Peasant Wars of the 20th Century, Wolf, Eric R., Harper, Row, N.Y., N.Y., 1970.

C. Vertical file

Libraries which contain vertical files on various subjects may be used for reference. Information related to foreign policy, economic problems, national and world affairs may be used. Besides newspaper and magazine articles, publications and the *Headline Series*, *Intercom*, *Public Affairs Pamphlets* and *Vital Issues* are excellent source materials.

D. Periodicals

1. Listed in the *Readers' Guide to Periodical Literature*

The American Historical Review
The Annals of the American Academy of Political and Social Science
American Heritage
Current History
Department of State Bulletin
Foreign Affairs
New Republic
New York Times Magazine
Ramparts
Society (Trans-Action)

2. Periodicals not listed in the *Readers' Guide*

The following magazines are not listed in the *Readers' Guide*. However, they could be used as supplementary reference sources.

American Journal of Sociology
Atlas
Intellectual Digest
Journal of American History
Journal of Modern History
New York Review of Books
Political Science Quarterly
Psychology Today
The Washington Monthly

E. Microfilm

1. Newspaper

New York Times microfilm editions

2. Magazines

The following is a representative list of magazines available in microfilm editions:

Atlantic
Current History
Fortune
Harper's Magazine
Saturday Review
U.S. News and World Report

F. Films

A number of films are available from various agencies and are listed in *Educators' Guide to Free Films*.

G. Audio Tapes

Numerous tapes, both reel to reel and cassette, are available from many libraries. A sampling would include tapes on subjects or people such as:

Arab-Israeli crises	Nixon
Bangladesh	McCarthy, J.
Communist China	Politics
Eisenhower	Roosevelt
F.B.I.	Santo Domingo
Johnson	Truman
Kennedy	U.S. — U.S.S.R.
Korea	Vietnam

H. Maps

Both wall maps and transparencies are available and should be an adjunct to the course.

I. Consultants, outside speakers and trips

Consultants, outside speakers and trips will be referred to when desired or available.

J. Evaluation

The type or types of evaluating methods to be used are generally dependent upon the teaching styles used to present the course material. With greater student participation and involvement, it is hoped that the usual reward-punishment emphasis may be avoided. If possible, letter grades should be avoided and a Pass-Fail system adopted.

PART III. DETAILED UNIT

Introduction

An alternative to the chronological approach may be achieved through a topical study. Such topics

that may be pursued should include:

A. Vietnam *(expanded below)*
B. China
C. Iron Curtain
D. Economy of War
E. Ending a phase of colonialism
F. United Nations
G. Neo-Imperialism
H. Latin America
I. Trade and Tariff policies
J. Foreign Aid
K. Third World
L. Disarmament

Detailed Outline of one topic
Vietnam

I. Vietnam
   A. Historical overview
   B. French takeover

II. French Indo-China
   A. Political control
   B. Social changes
   C. Economic domination

III. Indo-China and World War II
   A. Fall of France
   B. Japanese takeover and U.S. reaction
   C. Ho Chi Minh and the Vietminh
   D. French return

IV. Hostilities
   A. French bombard Haiphong
   B. Vietminh resistance
   C. U.S. aid to French
   D. Fall of Dienbienphu

V. Geneva Accord (1954)
   A. Division of Indo-China
   B. Election of 1956
   C. U.S. position on accords

VI. U.S. and Vietnam — Phase I
   A. Eisenhower years
      1. Formation of SEATO
      2. Relations with Diem
      3. Non-Election of 1956
      4. Sending advisors
      5. National Liberation Front
   B. Kennedy buildup
      1. Military advisors sent
      2. Defoliation initiated
      3. Overthrow of Diem

VII. U.S. and Vietnam — Phase II L.B.J.
   A. Election of 1964
      1. Johnson, the peace candidate
      2. Goldwater, the hawk
   B. Gulf of Tonkin
      1. Looking for an excuse
      2. The resolution
      3. U.S. reaction
      4. A recent appraisal
   C. The military buildup
      1. U.S. forces reach 550,000
      2. Casual ties increase
   D. The arguments commence
      1. Hawks versus doves

      2. The Munich syndrome
      3. On being a good German
   E. Tet
      1. General Westmoreland predicts victory — Jan. 1968
      2. Tet offensive — Feb. 1968
   F. Paris peace talks begin
   G. "I will not run"

VIII. U.S. & Vietnam — Phase III
   A. The election of 1968 — the Nixon "plan"
   B. Vietnamization
   C. Deescalation and troop withdrawal
   D. The Guam or Nixon doctrine
   E. Invasions of Cambodia & Laos
      1. Why?
      2. Dissent in U.S. culminates at Kent State
   F. Nixon visits
      1. China
      2. U.S.S.R.
      3. Importance and the Vietnam war
   G. Intensification of the war
      1. Protective reaction raids
      2. A new North Vietnamese attack
      3. Bombing raids increase — resumption of bombing the North
      4. Mining harbors
   H. End of the War
   I. Elusive Peace of 1973
   J. "Termination of Hostilities" 1975

IX. Costs of the Vietnam War
   A. Reaction of youth
      1. The draft and its resistors
      2. The demonstrations
      3. Decline of Civil Rights
         a. Reliance on violence
         b. End of Civil Rights movement
         c. Diminution of Civil Liberties
   B. Revelations
      1. MyLai massacre divulged

2. Vietnam veterans against war
3. Operation Phoenix
4. Don Luce and the Tiger Cages
5. *The Pentagon Papers*

C. Cost in lives
1. The dead and wounded
2. POW's and their exploitation

D. Monetary Costs
1. Recession and inflation
2. Devaluing the dollar
3. The unbalanced budget
4. Postponement of domestic needs

E. U.S. World moral leadership
1. Resort to force
2. Bypassing the U.N.

X. Summary — "Why Vietnam?"

PART IV. RESOURCES

UNIT ON VIETNAM

Texts

Pacifism in the United States, Brock, Peter, Princeton University Press, Princeton, N.J., 1968.

At War With Asia, Chomsky, Noam, Pantheon, N.Y., N.Y., 1970.

Civil Disobedience, Conscience, Tactics and the Law, Cohen, Carl, Columbia University Press, N.Y., 1971.

From Vietnam to Cambodia, Dariff, Hal, Parents, N.Y., N.Y., 1971.

Street Without Joy, Fall, Bernard, Stockpole, (no address) 1967.

Protest: Pacifism & Politics, Finn, Random, N.Y., N.Y., 1968.

Tragedy of Lyndon Johnson, Goldman, Eric, Dell, N.Y., N.Y., 1969.

Southeast Asia, History, Culture, People, Graff, Edward, Cambridge, Cambridge Mass., 1967.

Ho, Halberstam, David, Random, N.Y., N.Y., 1971.

Struggle for Indochina, Hammer, Ellen J., Stanford University Press, Stanford, Cal. (no date available)

The United States in Vietnam, Kahin, George, Dial, N.Y., N.Y., 1969.

Ho Chi Minh, Lacoutre, Jean, Random, N.Y., N.Y., 1968.

War and Conscience in America, Long, Edward Leroy, Westminster, Phila., Pa., 1968.

Don't Shoot – We Are Your Children, Lukas, J. Anthony, Random, N.Y., N.Y., 1971.

Between Two Fires, The Unheard Voices of Vietnam, Chung, Ly Q., Praeger, N.Y., N.Y., 1970.

New Left Reader, Oglesby, Carl, Grove, N.Y., N.Y., 1969.

Report from Wasteland; America's Military Industrial Complex, Proxmire, William, Praeger, N.Y., N.Y., 1970.

Killings at Kent State, Stone, I.F., Random, N.Y., N.Y., 1971.

Beyond Diplomacy; American Military Intervention, Walton, Richard, Parents, N.Y., N.Y., 1970.

Nobody Wanted War; Misperceptions in Vietnam, White, Ralph, Doubleday, N.Y., N.Y., 1970.

CRIMINOLOGY

by William Savage

OBJECTIVES

The course is designed to introduce the student to the field of criminology. Emphasis is placed on increasing awareness of the philosophical basis for law, the crisis of crime in our society, the reasons why certain people become involved in crime, and the system of criminal justice in the United States. The goal of the course is to enlighten students as to the problems of crime and what we, as citizens, can do to insure our own rights while attacking the problems of crime.

PART I. COURSE OUTLINE

I. **Overview of Criminology**

A. Definition of criminology
1. Areas of study in criminology
2. "Theory of Relativity" — factors that produce and shape criminal behavior
a. Culture
b. Society
c. Small group relations
d. Personality
3. Determinism vs. indeterminism in crime — the basis for criminal law

B. Crime problem in U.S.
1. Statistics for the rise in crime in 1960's and 1970's
2. Factors contributing to crime rise
a. Increase in population
b. Civil disobedience
c. The Cold War tension
d. Urbanization
e. Breakdown of family
f. Mass questioning of social system
g. Legal system
h. Over criminalization

C. Crime and criminal law
1. Historical and philosophical basis of law — the need for law
2. Context of criminal law
a. Felony
b. Misdemeanor
c. Crimes against the person
d. Crimes against property
e. Crimes against the public order
f. Fear and statistics

3. Interpretations of observers and victims
   a. Victim proneness
   b. When does a crime exist?
   c. Reporting and non-reporting
   d. Visibility and willingness to report
4. Crimes known to police — "Seven Index" offenses
5. Clearance by arrest

II. Categoric Risks in Crime

A. Social class
B. Sex
C. Age
D. Color or race
E. Nationality
F. Religion
G. Rural-urban
H. Seasonal

III. Differential Types of Crimes

A. Property crimes
   1. Burglary
   2. Larceny
   3. Robbery
   4. Vandalism
   5. Arson
B. Crimes against the person
   1. Sex offenses and offenders
   2. Narcotic and drug offenses
   3. Aggravated assault
   4. Homicide
   5. Suicide
C. Juvenile Delinquency
   1. Legal definition
   2. Solutions
D. White collar crime
   1. Definition and types
   2. Categoric risks
   3. Punishment of offenders
E. Organized Crime
   1. Characteristics and organization
   2. Traditional activities
   3. Structure of "La Cosa Nostra"
   4. Threat to society and solutions

IV. System of Law Enforcement

A. Organization and structure of police
   1. Small rural community
   2. Urban police force
   3. County police
   4. State police
   5. Federal agencies
   6. Local control vs. consolidation
B. Dilemmas of law enforcement
   1. Public attitude
   2. Training and educating police
   3. Restrictions on police
   4. Police, youth and minorities
   5. New directions
C. The criminal justice system from arrest to trial
   1. Taking suspect into custody
      a. Questioning and suspects rights
      b. Search and seizure laws
   2. Arrest — booking and fingerprinting
   3. Arraignment and bail
      a. Filing a complaint
      b. Indictable offense — defendant obtains counsel
   4. Grand jury
      a. Organization and purposes
      b. Delivering a bill of indictment
   5. Arraignment on indictment, entry of plea and trial date
      a. Preparation for trial — bill of particulars — discovery process
      b. Plea bargaining
      c. Obtaining jury — challenges
      d. Organization of trial by jury
      e. Change of venue
      f. Suppression hearing
      g. Criminal insanity
   6. The trial
      a. The prosecutor — powers and duties
      b. The defense attorney — powers and duties
      c. The judge — powers and duties
      d. The jury — powers and duties
   7. Verdict and sentencing
      a. Probation — supervised
      b. Referred to correctional institution or diagnostic center
      c. Comparison of penalties for various crimes
      d. Right of appeal
   8. Suspect can be released at all levels of the process
D. The United States court system
   1. Juvenile court
   2. Civil and criminal proceedings
   3. Municipal courts
   4. County courts
   5. State courts
   6. Federal courts
   7. Comparison of organization and jurisdiction of above courts
   8. Court backlog and alternatives

V. Penal Institutions

A. Philosophy of correctional institutions
   1. Protection of society
   2. Negative reinforcement
   3. Replaced physical punishment
B. Local lockup — overnight institution
C. County jail
   1. Incarcerates criminals for under one year
   2. Place of detention
   3. Local authorities and the county jail
D. State prison and reformatories
   1. Incarcerates more serious offenders
   2. Types of prisons
      a. Auburn type
      b. Telephone pole type

c. Campus type
3. Types of reformatories
4. Character of the prison
5. Prison culture
6. Prison rehabilitation
7. Parole
8. Recent uprisings and problems

E. Alternatives to present system
1. Punishment vs. rehabilitation
2. Case studies
3. Community correction
4. Capital punishment
5. Costs involved

VI. Evaluation of Whole System
A. What can be done to improve it?
B. What can be done to lessen the crisis of crime?
C. Determinism vs. indeterminism in crime and corrections
D. How can the public help?

PART II. RESOURCES AND EVALUATION

A. Texts

Crime in a Complex Society, Knudten, Richard D., Dorsey, Homewood, Ill., 1970.

Crime, Criminology and Contemporary Society, Knudten, Richard D., Dorsey, Homewood, Ill., 1970.

Law and the Lawless, Drabek, Thomas E. and Sykes, Gresham M., Random House, N.Y., N.Y., 1969.

B. Additional Readings

The Crime Problem, Reckless, Walter C., Appleton, N.Y., N.Y. (no date available)

Observations of Deviance, Douglas, Jack D., Random House, N.Y., N.Y., 1968.

Dilemnas in Criminology, Savitz, Leonard D., McGraw Hill, N.Y., N.Y., 1967.

Social Deviance, Bell, R., Dorsey, Homewood, Ill., 1971.

Gang Delinquency and Delinquent Subcultures, Short, James F., Harper and Row, N.Y., N.Y. (no date available)

Criminal Justice and Law Enforcement Cases, Weston, Paul B., Prentice Hall, Englewood Cliffs, N.J., 1972.

Police Guide to Search and Seizure, Specter, Arlen and Katz, Marvin, Chilton, Radnor, Pa., 1967.

Criminal Justice and the Community, Trojanowicz, Robert C. and Dixon, Samuel L, Prentice Hall, Englewood Cliffs, N.J., 1974.

The Challenge of Crime in a Free Society, President's Commission on Law Enforcement, 1969.

Homosexuality in Prison, Cory, Donald W., Manor Books, N.Y., N.Y., 1965.

American Prisons: Correctional Institutions or Universities of Crime, McCuen, Gary E., Greenhaven, Anoka, N.M., 1973.

Effectiveness of a Prison and Parole System, Glaser, Daniel, Bobbs, Indianapolis, Ind., 1969.

Crime in America, Clark, Ramsey, Simon and Schuster, N.Y., N.Y., 1971.

Juvenile Delinquency, Schafer, S. and Knudten, Richard, Random House, N.Y., N.Y., 1970.

C. Periodicals

Journal of Crime and Delinquency
Prison World
Federal Probation
American Criminal Law Quarterly
Journal of Criminal Law, Criminology and Police Science
Criminal Law Bulletin
State Law Reviews
American Bar Association Journal
Uniform Crime Reports
Bill of Rights Newsletter
New Yorker
New York Times Magazine
Newsweek
Newspapers — New York Times and local papers daily

D. Films

A number of films are available from law enforcement agencies and local libraries.

E. Tapes

Numerous tapes are available from local libraries. Plus, students who choose to do an interview as part of their independent study project usually will donate the tape to the school library.

F. Consultants, outside speakers and trips
1. Community members will help by consulting students in their research
2. Outside speakers, such as the local chief of police, a probation officer, a county detective, a prosecutor, a defense attorney and an FBI agent
3. Trips
   a. Individual visits to local police departments
   b. County court
   c. State prison or reformatory

G. Teaching Styles

The entire range of teaching styles is used from lecture and task to individualized programs — teacher designed and student designed. Classes are informal and involve discussion and explanation on the part of the students and the teacher.

H. Evaluation

Course evaluation is based on attendance, class participation, two to three written presentations and a written or oral independent study project — student designed. Based on this, the student and teacher discuss an appropriate grade, either letter grade or Pass-Fail.

I. The course meets for two mods, twice a week,

for two facets and can accommodate up to thirty students in an open space setting.

PART III. DETAILED UNIT

Organized Crime

I. **Characteristics of Organized Crime**
- A. Widespread, powerful and a threat to society
  1. Subverts process of government
  2. Organized to commit crime
  3. Indefinite life-span of operation
  4. Relies on violence
  5. High profits
- B. La Cosa Nostra (Mafia)
  1. Nationwide alliance of 24 families
  2. Members of families are mostly Italian Genealogy of New York Mafia from Joe Masseria to Carlo Gambino
  3. Organizational chart of an organized crime family
     Don, consigliere, underboss, caporegimas, and soldiers or bottom men
  4. Each family boss directs his family
     Tied to other families through the commission made up of most powerful families
  5. Tightly knit organization held together through fear and violence
- C. Traditional organized crime activities
  1. Gambling — "lifeblood"
  2. Loan sharking
  3. Narcotics
  4. Other services — prostitution, bootlegging, protection, black market
- D. Infiltration of legitimate business
  1. Use as a front for other illegal activities
     a. Coin operated machine industry
     b. Bars and restaurants
     c. Entertainment
     d. Trucking
     e. Junk yards
     f. Meat industry
     g. Laundry
     h. Waterfront activities
     i. Union and labor relations
  2. All of the above used to create more power and to give front for other illegal activities
  3. Real thrust is investing huge sums of money in regular business
     a. Banking
     b. Stocks and bonds
     c. Large corporations
- E. Steps to power in a community
  1. Wipe out competition
  2. Neutralize local law enforcement
  3. Provide services people want
- F. Attempts to control organized crime
  1. Treasury department in the 1920's
  2. Dewey in the 1930's
  3. FBI in 1930's and 1940's
  4. 1950's Special senate committee under Estes Kefauver
  5. 1954 Justice Department — section on organized crime and racketeering
  6. 1967 Strike force under Justice Department Criminal Division
  7. FBI and state police today
  8. Wiretapping
- G. What can be done to attack and control organized crime?
  1. Local police action
  2. State and federal action
  3. Court action
  4. Protection for witnesses
  5. Nationwide program
  6. Responsibility of the press
  7. Responsibility of the people

CULTURAL ANTHROPOLOGY

by Robert Susko

OBJECTIVES

Students enrolled in this course learn to develop a working knowledge of the basic characteristics of cultures and how they have evolved and adapted to their environments. They acquire the techniques necessary for the systematic study of cultures, using concepts and materials developed by the American Anthropological Association. In addition, students apply learned techniques and skills in an ethnological study of their own design.

Other course objectives include helping the student develop skills in library and media usage so as to evaluate oral and written resource materials.

PART I. COURSE OUTLINE

I. **Introduction and Overview**

II. **Anthropological Approach to the Study of Society**
- A. Function of status and role
  1. Status as an expectation of behavior
  2. Role as the actual behavior of the individual
  3. Legal-moral-popular base of status and role
  4. Access routes of status and role systems
  5. Ranking of status within society
- B. Forms of social control
  1. The function of gossip and rumor
  2. The threat of ostracism
- C. Methods in cultural anthropology
  1. Cultural relativism
  2. The holistic view

3. Importance of fieldwork
4. Comparative analysis

D. Ethnographic field work
1. Going into the field
2. The participant observer
3. Organizing the ethnography
4. Models of cultural study

III. The Concept of Culture

A. Cultural relativity
1. Ethnocentrism
2. The "noble savage"

B. Basic assumptions about culture
1. Culture is adaptive
2. Culture is integrated
3. Culture is always changing

C. Learning a culture
1. Acculturation
2. Assimilation
3. The role of language

D. Describing a culture
1. Generalizing about cultural patterns
2. Cultural constraints
3. Ideal versus actual cultural patterns

IV. The Concept of Evolution

A. Charles Darwin and *On the Origin of Species*

B. Natural selection

C. Heredity

D. Isolation and speciation

E. Evidence for human evolution
1. Anatomical comparisons
2. Genetics
3. Serology
4. Fossil evidence

V. Human Variation

A. General processes of biological variation

B. The concept of race

C. Cultural variation
1. Adaptation
2. Assimilation
3. Cultural drift

VI. Theoretical Orientations of Cultural Anthropology

A. Predetermined evolutionism

B. Historical particularism

C. Diffusionism

D. Functionalism

E. Structural functionalism

F. Psychological approaches

G. French structuralism

VII. Cultural Change

A. Discovery and invention

B. Diffusion

C. Rebellion and revolt

D. Commercialization

E. Religious change

VIII. Culture and personality

A. Formation of personality

B. Modal personality

C. Variation in modal personality

D. Personality as integrating culture

E. Culture and mental illness

F. Universality of personality development

IX. Primitive Societies

A. Diversity of primitive societies

B. Primitive culture areas
1. North American zone
2. Latin American zone
3. Oceania zone
4. Asian zone
5. African zone

C. Aspects of primitive society
1. Division of labor
2. Egalitarian forms and hierarchical forms
3. Reciprocal exchanges
4. Polarity and leadership
5. Ideology

X. Peasant Societies

A. The nature of peasant society

B. Economic and social organization

C. The Oyadic Contract model

D. Kinship systems
1. The fictive "Compadrazgo" bond
2. Egalitarian village

E. Political and legal institutions

F. Culture flow and counter flow

G. The pain of modernization

XI. Complex Societies

A. Anthropology and social action

B. The study of the community

C. The study of institutions

D. National characteristics

E. Acculturation studies

F. Urban anthropology

XII. Art and Society

A. Concepts of art and artists

B. Art styles and their components

C. The prehistoric arts

D. The arts of civilization

E. The primitive arts

F. Folklore, music and dance

G. Art as a cultural map

XIII. Kinship Systems

A. The functions of kinship

B. The descent aspect of kinship
1. Matrilineal systems
2. Patrilineal systems

C. The alliance aspect of kinship

D. Kinship and social structure

XIV. Religion

A. Religious universals

B. The origins of religion

C. Religion and social control

D. Witchcraft

E. Rituals of reversal

F. Cyclical and noncyclical rites

G. Religious movements

XV. **Topics for Cross-Cultural Comparison**
- A. Magic and witchcraft
- B. The family
- C. Death
- D. Additional topics according to student interest

PART II. RESOURCES AND EVALUATION

A. Text

Anthropology, Ember, Carol and Ember, Melvin, Appleton, N.Y., N.Y., 1973.

B. Additional Readings

The following is meant to be a representative listing. The student should refer to author, title, index catalog in his school library or in public library catalogs.

Being a Palauan, Barnett, Homer G., Holt, Rinehart & Winston, N.Y., N.Y., 1960.

Thailand, Burma, Laos, and Cambodia, Cady, John F., Prentice Hall, Englewood Cliffs, N.J., 1966.

The Kanuri of Bornu, Cohen, Ronald, Holt, Rinehart & Winston, N.Y., N.Y., 1967.

Theories of Primitive Religion, Evans-Pritchard, Edward E., Oxford Union Press, N.Y., N.Y. (no date available)

A Guadalcanal Society, Hogbin, Jan, Holt, Rinehart & Winston, N.Y., N.Y., 1964.

Ulithi, Lessa, William A., Holt, Rinehart & Winston, N.Y., N.Y., 1964.

Four Ways of Being Human, Lisitzky, Gene, Viking Press, N.Y., N.Y. (no date available)

The Kapauka Papuans of West New Guinea, Pospisil, Leopold, Holt, Rinehart & Winston, N.Y., N.Y., 1963.

Caste in Modern India, Srinivas, Mysore N., Asia, N.Y., N.Y., 1970.

The Lonely African, Turnbull, Colin, Simon & Schuster, N.Y., N.Y. (no date available)

The Dusun, Williams, Thomas, R., Holt, Rinehart & Winston, N.Y., N.Y., 1965.

C. Vertical File

Libraries which contain vertical files on various subjects may be used for reference. Besides newspaper and magazine articles, publications and the *Head Line Series, Intercom, Public Affairs Pamphlets* and *Vital Issues* are excellent source materials.

D. Periodicals

1. Listed in the *Reader's Guide to Periodical Literature*

   American Anthropologist

   The Annals of the American Academy of Political and Social Science

   National Geographic

2. Periodicals not listed in the *Reader's Guide*

The following magazines could be used as supplementary reference sources:

Intellectual Digest

Psychology Today

E. Maps

Available wall maps and transparencies should be an adjunct to the course and should be used when available.

F. Teaching Styles

The course is designed to accommodate up to fifteen students in an informal setting. A variety of instructional techniques is used, such as lecture, class discussion, field trips and audio-visual presentations. Students are encouraged to view films and attend presentations at local colleges.

G. Evaluation

Students can elect a Pass-Fail option. Students are evaluated on the basis of class participation and individual and group projects.

PART III. DETAILED UNIT

Ethnographic Case Study: The Mbuti Pygmies

In this unit, students do an ethnographic case study of the Mbuti Pygmies, following the format developed by the American Anthropological Association. The primary objective is for the students to learn and to be able to use the ethnographic format for future study. In addition, students acquire an understanding of some basic characteristics of primitive societies.

I. **Background**
- A. Location in the Ituri rain forest
- B. Geographic and climatic description
- C. Pygmy relationship with other peoples
- D. Overview of previous ethnographic studies
- E. Colin Turnbull

II. **Status Names and Role Expectations**
- A. Sexual division of status positions
- B. Age division of status positions
- C. Other status positions
  1. Singer
  2. Storyteller
  3. Friend

III. **Status and Role: Base, Ranking, Dyads**
- A. Legal and popular base
- B. Moral base
- C. Ranking of Mbuti status positions
- D. Social pressures to control behavior
  1. Gossip and rumor
  2. "The Crime of Ceyphu"

IV. **Access Routes to Status**
- A. Non-choice positions
- B. Ceremonial entry into adult status
  1. Girls — "The Elima"
  2. Boys

V. **Size and Duration of Settlement**
- A. The band
- B. Band movement
- C. Mobility of band membership
- D. Internal conflicts
- E. Economic inner dependence

VI. **Distribution of Wealth**
- A. Mbuti ownership of property
- B. Distribution of game
- C. Distribution of gathered foods
  - 1. Honey
  - 2. Roots
- D. Mbuti distribution of village property

VII. **Sovereignty**
- A. Identification
  - 1. Forest
  - 2. Rivers
  - 3. The band
  - 4. The family
- B. The villagers
  - 1. Assimilation of power
  - 2. Kinship system

VIII. **Tool Kit**
- A. Tool list
- B. Tools from natural materials
- C. Weapons

IX. **Social Control**
- A. Ridicule
- B. Rejection by the group
- C. Refusal to recognize status
- D Threat of ostracism
- F. The role of the elders
- F. Crime of Cephu
  - 1. Molimo
  - 2. Leadership status
  - 3. Attitude of band
- G. Case of Njobo

X. **Leadership**
- A. Group decisions
- B. Decisions about band movement
- C. Individual decisions

XI. **Integrative Activities**
- A. Molimo festival
- B. Hunting fire
- C. Swaddling baby in tree bark
- D. Song and dance
- E. Cling
- F. Legend telling

XII. **World View**
- A. The world of the forest
- B. Mbuti personal values
- C. Attitudes toward the animals they hunt
- D. Attitudes towards death
- E. Attitudes towards noise

PART IV. RESOURCES FOR UNIT

These books are in addition to the applicable books in the previous bibliography:

Primitive Society, Lowie, Robert H., Liveright, N.Y., N.Y., 1970.

The Forest People, Turnbull, Colin M., Simon & Schuster, N.Y., N.Y., 1961.

HISTORY AND CULTURE OF THE AMERICAN INDIAN

by Geoffrey Gordon

OBJECTIVES

The history of the American Indian is one of the great tragedies in our cultural development. What happened and how it happened, as well as who is to blame, are questions that merit serious consideration.

In exploring these questions, such points as the cultural contributions of the Indian to contemporary society, the strengths and weaknesses of governmental policy toward the Indian and the conflicting attitudes respecting the Indian's decline are discussed. The course fosters an awareness, on the part of students, concerning the plight of some of our less fortunate American citizens.

PART I. COURSE OUTLINE

I. **The Discovery of America**
- A. Indian culture
- B. Contributions of Indians to settlers' survival

II. **The Navaho**
- A. Farm culture
- B. Fort Defiance shooting
- C. Basque Redondo Reservation
  - 1. General Carleton's views
  - 2. Infertility of land
  - 3. Manuelito's leadership
- D. Navahos sell livestock
- E. General Sherman's philosophy — Navahos return home

III. **Manifest Destiny**
- A. Geographical importance
- B. Military advantages
- C. Influences on Indian displacement

IV. **The Great Sioux Nation**
- A. The Santee Sioux and Little Crow
- B. The Teton Sioux and Sitting Bull
- C. The Oglala Sioux and Red Cloud
- D. Sioux nation annihilated in Minnesota and at Wounded Knee
- E. The demise of the Santee Sioux on the reservation
- F. The Sioux at war
  - 1. The struggle for gold
  - 2. Crazy Horse, Sitting Bull and Red Cloud band together
  - 3. Custer's defeat at Little Big Horn

4. The death of Crazy Horse

V. **The Cheyenne, Apache, Utes and Nez Perces at War**
   A. The Cheyenne
      1. Violation of the Laramie Treaty as Colorado is formed
      2. Attack at Powder River
      3. Major Anthony replaces General Wynkoop
      4. The Sand Creek Massacre
   B. The Apache
      1. The emergence of Mangus Colorado and Cochise
      2. General Carleton's attacks
      3. Apaches banished to reservation life
   C. The Nez Perces
      1. Chief Joseph's influence
      2. Emergence of a peaceful, advanced culture
      3. At war with the military
      4. Reservation life
   D. The Utes
      1. Rocky mountain life
      2. Massacre at White River
      3. Reservation life

VI. **The Ghost Dance Movement and Wounded Knee**
   A. The Ghost Dance as a religious movement
   B. Sitting Bull's influences
   C. The Wounded Knee massacre

VII. **Contemporary Indian Problems**
   A. Failure to integrate
      1. Alcoholism
      2. Infant mortality
      3. Unemployment
      4. Short life span
   B. What can be done for the American Indian?

PART II. RESOURCES AND EVALUATION

A. Text

Bury My Heart at Wounded Knee, Brown, Dee, Holt, Rinehart & Winston, N.Y., N.Y., 1970.

B. Additional Readings

The American Heritage Book of Indians, Brandon, William, Mc Graw Hill, N.Y., N.Y., 1961.

Indians of the Americas, Collier, John, New American Library, N.Y., N.Y., 1952.

Within Two Worlds, Cory, David, Friendship Press, Inc., N.Y., N.Y., 1955.

The American Indian Today, Levine, Stuart and Lurie, Nancy, O., Everett-Edwards, Deland, Fla., 1968.

The Death of the Great Spirit, Shorris, Earl, New American Library, N.Y., N.Y., 1971.

The Aztec Man and Tribe, Von Hagen, Victor, New American Library, N.Y., N.Y. (no date available)

World of the Maya, Von Hagen, Victor, New American Library, N.Y., N.Y., 1960.

Indians of the United States, Wissler, Clark, Doubleday, N.Y., N.Y., 1966.

C. Vertical Files

Libraries which contain vertical files on various subjects may be used for reference

D. Periodicals

A. The American Historical Review
B. American Heritage
C. Current History
D. Newsweek
E. New York Times Magazine
F. American Sociological Review
G. Psychology Today
H. Time Magazine

E. Requirements for the course:

A. Mandatory class attendance
B. Mandatory and optional reading assignments
C. One take-home test giving in-depth analyses of proposed questions
D. One independent study project

F. Teaching Styles

Most of the class time is devoted to discussions based upon assigned readings. Lectures and seminars are used to supplement text materials. In some specific instances case methods are used.

G. Evaluation

Students are required to submit a paper on a specific topic. The paper is evaluated along with class participation and weekly discussions.

PART III. DETAILED UNIT FEDERAL INDIAN POLICIES

I. **The Northwest Ordinance of 1787**
   A. Indians removed from land "in good faith"
   B. Stressed mutual considerations — Indians and white men

II. **Indian Affairs Agency, 1824**
   A. Established by John C. Calhoun, Secretary of War
   B. Provisions
      1. Tribal annuities granted to Indians for lost land
      2. Indian trade claims examined
      3. Establishment of bookkeeping system for claims
      4. Systematic method for correspondence designed — Indian agents with central government
      5. Administration of federal funds

III. **Supreme Court Decision—*Cherokee Nation vs. Georgia* 1820's**
   A. Chief Justice Marshall ruled in favor of Indians
   B. Ruling ignored by Georgia legislature

C. Cherokees forced out of state and relocated in Oklahoma

IV. Indian Removal Act of 1830
- A. Presidential directive by Jackson
- B. Eastern tribes ordered to move westward
- C. Indian tribes resisted — wars and skirmishes precipitated (Cherokees, Chickasaws, Choctaws, Creeks and Seminoles)

V. Department of Interior Created, 1849
- A. Indians controlled by civilian agency
- B. Bureau of Indian Affairs created

VI. Last Peace Treaty Signed with Indian Tribes, Nez Perces, 1868
- A. Dawes plan, or land allotment system established
- B. Reservation system established
- C. Remained in effect as major policies until 1920's, when Indians were granted citizenship

VII. The Wheeler-Howard Act of 1934
- A. Sometimes called the Indian Reorganization Act
  1. Ended allotment system
  2. Created greater cooperation between government and Indians
- B. Johnson-O'Malley Act of 1938
  Provided funds to states for the education of Indians

VIII. World War II
- A. 70,000 Indians participated
- B. 75% of Navaho (largest tribe) not educated
- C. Adult education begun
- D. Indian Prohibition lifted, 1953

IX. Indians Head Bureau of Indian Affairs
- A. Robert Bennett, 1966
- B. Louis Bruce, 1969

INTELLECTUAL HISTORY OF THE UNITED STATES

by Robert Susko

OBJECTIVES

In this course, students examine the historical development of some of the major values, beliefs and ideas of American culture. Students are made aware of the connection between major events and the ideas that influence these events. In the process of doing this, it is intended that students become aware that the intellectual framework of American culture has been, and is, in a constant state of flux. With the insights gained from the course, students are encouraged to evaluate and make their own decisions concerning their intellectual perspective. In additi n, students develop skills in library and new media usage so as to evaluate resource materials orally or in written form.

PART I. COURSE OUTLINE

I. Introduction and Overview

II. Background
- A. The European heritage
- B. The frontier environment
- C. Materialism
- D. Social and political egualitarianism

III. The Enlightenment
- A. Political determinism
- B. Social order
- C. John Marshall and the New Jurisprudence

IV. Individualism and Transcendentalism
- A. Dissent and nonconformity
  1. The Mormons
  2. Brook Farm
  3. Folk heroes
- B. Henry David Thoreau and Ralph Waldo Emerson — writings

V. The Great Transformation — the Eighteen-Nineties
- A. Background
  1. The Populist movement
  2. The rise of the city
  3. The new economic order
  4. Mass immigration
  5. The end of the Old West
  6. The New South
  7. The Labor movement
- B. Social Darwinism
  1. The vogue of Spencer
  2. William Graham Sumner
  3. Lester Ward, critic
- C. Racism and Imperalism
- D. Transition years in literature

VI. **William James and the Impact of Pragmatism**
- A. The new role of government
- B. The Progressive movement
- C. Pragmatic law
  1. Oliver Wendell Holmes
  2. Roscoe Pound
  3. Louis Brandeis
- D. Lester Ward and the Science of Society
- E. John Dewey and the Pragmatic School
- F. Innovators in historical interpretation
  1. Frederick Jackson Turner
  2. Vernon Louis Parrington
  3. Charles A. Beard
- G. Thorstein Veblen and the New Economics

VII. **The Cult of the Irrational**
- A. Background
  1. Freud
  2. Pavlov
  3. Jung
- B. Psychological School of Literature
  1. Gertrude Stein
  2. e.e. Cummings
  3. William Faulkner
  4. Ezra Pound
- C. Henry Adams

VIII. **The Literature of Revolt**
- A. Background
  1. The Jazz Age
  2. The Great Depression
- B. Cynicism and disillusionment
  1. Sinclair Lewis
  2. F. Scott Fitzgerald
  3. Archibald Mac Leish
  4. Winston Churchill
- C. Economic collapse
  1. John Dos Passos
  2. John Steinbeck

IX. **The Conservative Reaction: The Nineteen-Fifties**
- A. Background
  1. The economic controls of World War II
  2. The Communist threat: the Cold War
  3. A nation of patriots
- B. The great witch-hunts
- C. Adlai Stevenson and anti-intellectualism
- D. The continuing protest
  1. C. Wright Mills
  2. William Whyte
  3. David Riesman
  4. Vance Packard
  5. John Kenneth Galbraith

X. **The Existential Crisis**
- A. Religious revival
- B. The second feminist wave
- C. Students, Bohemians and hippies
- D. The New Left/The New Right
- E. Can capitalism survive?
- F. Democracy has/hasn't a future...a present

PART II. RESOURCES AND EVALUATION

A. Texts

The American Mind, Commager, Henry S., Yale University Press, 1950.

B. Additional Readings

The following is meant to be a representative listing. The student should refer to author, title, index catalog in his school library or in public library catalogs.

Ten Contemporary Thinkers, Amend, Victor, (Orig.), Free Press, N.Y., N.Y., 1964.

The Mind of the South, Cash, Wilbur, Knopf, N.Y., N.Y., 1960

The Era of Reform, Commager, Henry S., 1830-1860 (Orig.), Van Nostrand, Reinhold, N.Y., N.Y., 1960.

The Crisis of the Negro Intellectual, Cruse, Harold, Morrow, N.Y., N.Y., 1967.

Social Darwinism in American Thought, Hofstadter, Richard, Beacon Press, Boston, Mass., 1955.

American Society Since 1945, O'Neill, William L., Ed., (N.Y. Times Book Service), (Orig.), Watts, N.Y., N.Y., 1969.

Individualism and Conformity in the American Character, Rapson, Richard L., Heath, N.Y., N.Y., 1967.

Walden and Civil Disobedience, Thoreau, Henry, Harper classics edition, Harper and Row, N.Y., N.Y., (no date available)

Democracy in America, De Tocqueville, Alexis, W.S.P., Harper and Row, N.Y., N.Y., 1971.

C. Vertical File

Libraries which contain vertical files on various subjects may be used for reference. Besides newspaper and magazine articles, publications and the *Headline Series*, *Intercom*, *Public Affairs Pamphlets* and *Vital Issues* are excellent source materials.

D. Periodicals

1. Listed in the *Readers' Guide to Periodical Literature*:

The American Historical Review
The Annals of the American Academy of Political and Social Science
American Heritage
Current History
New Republic
New York Times Magazine
Ramparts

2. The following magazines not listed in the *Readers' Guide* could be used as supplementary reference sources:

American Journal of Sociology
Intellectual Digest
Journal of American History
New York Review of Books

Psychology Today

E. Microfilm

1. New York Times microfilm editions
2. Magazines

The following is a representative list of magazines available in microfilm editions:

Atlantic
Current History
Fortune
Harper's Magazine
Saturday Review

F. Teaching Styles

Lectures and class discussion centered around assigned readings are used for the first part of the course. The second part of the course is conducted as a research seminar where students become responsible for the preparation and presentation of an assigned topic.

G. Evaluation

Students are encouraged to select a Pass-Fail rather than letter grade. Evaluation is based on class participation and/or individual and group projects.

PART III. DETAILED UNIT

Introduction

An alternative to the chronological approach may be achieved through a topical study. Such topics that may be pursued should include:

A. The Enlightenment
B. Transcendentalism
C. Social Darwinism
D. The Populist movement
E. The cult of the irrational
F. The literature of revolt
G. The feminist movements
H. The role of religion

Detailed Outline of One Topic
Social Darwinism

I. Background
- A. Charles Darwin's *The Origin of Species* (see bibliography)
- B. The rise of the corporate structure in America
- C. The conservative political mood: "Laissez-faire"
- D. The religious fundamentalist reaction
  1. William Jennings Bryan
  2. The Scopes "monkey" trial

II. Herbert Spencer
- A. Conservative background
- B. "The Principles of Sociology"
  1. Organic interpretation of society
  2. Laws of social organization
  3. Evolutionary stages of social development
- C. Application of Darwin to American society
  1. Rapid expansion
  2. Competition
  3. Exploitative methods
  4. Attack on Labor movement
- D. Paralysis of the reform movement
  1. Religious and political equality
  2. Inequality in the distribution of property
- E. Individualism

III. William Graham Sumner
- A. Background
- B. Synthesis of Social Darwinism
  1. Protestant ethic
  2. Classical economics
  3. Darwinism and natural selection
- C. Social Determinism
  1. The role of the individual
  2. The influence of Malthus
  3. Major analogy: "Survival is the result of strength, success is the reward of virtue"
  4. Mistrust of democracy

IV. Lester Ward, critic
- A. Frontier background
- B. "Dynamic Sociology"
  1. The importance of the human intellect
  2. The role of mass education
  3. Equalizing opportunity

V. Racism and Imperialism
- A. Race as a constant
  1. Inequality of evolutionary stages
  2. The "white man's burden"
- B. Natural selection as a vindication of Imperialism
  1. Anglo-Saxon superiority
  2. Theodore Roosevelt's "The Winning of the West" and "The Strenuous Life"
  3. Senator Beveridge

VI. Criticism of Social Darwinism
- A. A modern look at Darwin
- B. A critique of the organic analogy
- C. Philosophical limitations of moral and ethical principles of social Darwinism
- D. Historical success of democracy
- E. The Pragmatic attack on social determinism

PART V. RESOURCES FOR UNIT ON SOCIAL DARWINISM

The Education of Henry Adams, Adams, Henry, Samuels, Ernest,(ed.),(Riverside ed.),Houghton Mifflin, 1973.

The Origin of Species, Darwin, Charles, Mac Millan, 1962.

Democracy and Education, Dewey, John, Free Press, 1966.

Outlines of Cosmic Philosophy: Based on the Doc-

trine of Evolution With Criticisms on the Positive Philosophy, (American Studies Series), Johnson Reprints, 1969.

Pragmatism, James, William, Perry, Ralph B., ed., World Publishers, 1965.

The New Nationalism, Roosevelt, Theodore, Smith, Peter (ed.) (no date available)

The Principles of Sociology, Spencer, Herbert, Greenwood (no date available)

Earth-Hunger and Other Essays, Sumner, William, G., Books for Libraries (no date available)

INTRODUCTION TO PSYCHOLOGY

by William Savage

OBJECTIVES

Introduction to Psychology is a survey course designed to create an awareness of the importance of psychology as a science and to show how it relates to everyday life. The course is life oriented, with emphasis placed on the study of "why man behaves the way he does." The goal of the course is to gain some insight into man's behavior and his relations with others.

PART I. COURSE OUTLINE

I. Overview of Psychology
- A. Life or social oriented course: emphasis on man's behavior and why he acts the way he does
- B. Definition of psychology
  1. Areas of study in psychology
  2. Emphasis on word "adjustment" and adjustive behavior by which man attempts to meet biological or social demands
  3. Psychological demands put on man today
- C. Subfields of psychology
  1. Clinical psychology: psychiatrist, psychoanalyst and clinical psychologist
  2. Counseling
  3. Experimental psychology
  4. Industrial and engineering psychology
  5. School and educational psychology
  6. Social psychology
  7. Psychometric psychology
  8. Developmental psychology
  9. Personality psychology
- D. Two methods of studying behavior
  1. Experimental method
     a. Independent and dependent variables
     b. Control group
     c. Placebos
     d. Single blind technique
     e. Double blind technique
     f. Before and after technique
     g. Baseline technique
- E. Origins of psychology — schools of thought
  1. Structuralism
  2. Functionalism
  3. Behaviorism — S.I.R. formula
  4. Gestalt — phenomenology
  5. Psychoanalysis

II. Human Development and Maturation
- A. Role of unlearned behavior
  1. Definition of heredity
     a. Conception — zygote
        (1) Chromosomes and genes
            (a) Dominant genes
            (b) Recessive genes
        (2) Sex determination
        (3) Sex linked characteristics
     b. Instinctive behavior
        (1) Experiments: frog eggs, chimps
        (2) Studies of restricted environment and human intelligence
  2. Role of heredity — human development
     a. Sets limits
     b. Provides equipment to work with
  3. Role of maturation (compare 2, 4, 6, 8, 10, 12, 14 and 16 year olds)
     a. Readiness for learning
     b. Sexual development
     c. Physical and motor
     d. Mental development
     e. Emotional reaction
     f. Social responses
- B. Role of learned behavior
  1. Studies on family influence
  2. Studies on school influence
  3. Studies on general culture and comparison of cultures
  4. Restricted environment
  5. Standardized tests
  6. Environment determines what is within limits set by heredity

III. Principles of Human Learning
- A. Natural condition of child
  1. Role of culture
  2. Learning to be human
- B. Definition of learning: three common factors
  1. Association
  2. Reinforcement
  3. Motivation
- C. Conditioning
  1. Classical
  2. Instrumental
- D. Perceptual learning
  1. Association theory
  2. Field theory

IV. Remembering and Forgetting
- A. Measurement

1. Learning curve
2. Verbal tests
3. Individual differences

B. Rate of learning
1. Distribution of practice
2. Knowledge of results
3. Reading vs. recitation
4. Whole vs. part
5. The learning material
6. Transfer of training

C. Memory
1. Short term
2. Long term
3. Ebbinghaus' curve
4. Cause of forgetting

V. Thinking and Language

A. Definition of thinking
1. Symbol, signal, and sign
2. Associative process
3. Mediating process

B. Thinking process
1. Memory trace
2. Tools of thinking
a. Images
b. Muscular activity
c. Language
3. Concepts
a. Conjunctive
b. Disjunctive
c. Relational
4. Formal logic

VI. Motivation

A. Definition of motivation
1. Motivational cycle
2. Positive and negative goals

B. Physiological drives
1. Types: sex, pain, sleep, hunger, etc.
2. Homeostatis

C. Psychological drives
1. General drives
a. Contact comfort
b. Curiosity and manipulative
c. Bodily activity
2. Secondary-learned drives
a. Needs dealing with inanimate objects
b. Needs dealing with achievement
c. Needs dealing with human power
d. Needs dealing with aggression
e. Needs dealing with affection

D. Unconscious motives: Freud

VII. Emotion

A. Definition of emotion
1. Development of emotions
2. Magda Arnold's theory
3. James' theory
4. Common sense theory
5. Cognitive theory
6. Skinner's theory

B. Concept of emotion
1. Emotions as conscious experience
2. Emotion as a motive
3. Emotion as a physical response
a. Internal changes
b. Empathy
c. Clues to interpretation

C. Acquisition of emotional behavior patterns
1. Pleasure
2. Fear
3. Anger
4. Anxiety

D Emotions and Health
1. Psychosomatic reactions
2. General adaptation syndrome

VIII. Why Does Man Act the Way He Does?

A. Heredity and motivation
B. Human learning
C. Motivation
D. Emotion
E. Personality — introduction to abnormal behavior

PART II. RESOURCES AND EVALUATION

A. Texts

Introduction to Psychology, Morgan, Clifford T., King, Richard A., Mc Graw Hill, N.Y., N.Y., 1971.

Readings for an Introduction to Psychology, King, Richard A., Mc Graw Hill, N.Y., N.Y. (no date available)

General Psychology, Fryer, Douglas A. et al., Barnes & Noble, N.Y., N.Y., 1954.

Readings in General Psychology, Crow, Lester D., Barnes & Noble, N.Y., N.Y., 1954.

Psychology and Life, Ruch, Floyd L., Scott Foresman, Glenview, Ill., 1971.

B. Periodicals

Today's Health — Psychological Review
Psychology Today — Psychological Abstracts
Annual Additions "Readings in Psychology"

C. Films

A number of films are available from local hospitals, diagnostic centers, mental health agencies, the federal government (army films), nearby universities and local libraries.

D. Tapes

These are available upon request from the University of Pennsylvania for a fee. Local libraries and mental health authorities can help. Students who choose to do so can make their own tapes through interviews or experiments, and usually they will donate these to the school.

E. Consultants, outside speakers, and trips

1. Community members and teachers will help by helping students with their research
2. Outside speakers, such as school psychologist, guidance counselors, salesmen, athletic coaches and professors of psychology

3. Trips
   a. To a psychological testing center
   b. To another school to observe behavior

F. Teaching Styles

The entire range of teaching styles is used from lecture and task to individualized programs — teacher designed and student designed. Classes are informal and involve discussion and explanation on the part of the student and the teacher. Guest speakers on specific topics reinforce classroom work.

G. Evaluation

Course evaluation is based on attendance, class participation, two written and oral presentations, readings, and an independent study project — student designed. On this basis the student and teacher will meet to discuss letter grade or Pass-Fail.

H. The course meets for two mods, twice a week, for two facets, and can accommodate up to thirty students in an open space setting. The course has functioned with up to fifty on a college level.

PART III. DETAILED UNIT

RATE OF LEARNING

I. Methods One Uses to Learn

- A. Distribution of practice
  - 1. Distributed practice
  - 2. Massed practice
  - 3. Importance of rest periods
- B. Knowledge of results
  - 1. Psychological feedback: teaching machines
  - 2. Positive and negative reinforcement
- C. Reading vs. recitation
  - 1. Advantages of reading
  - 2. Advantages of recitation
  - 3. Combination results
- D. Whole vs. part learning
  - 1. Part
    - a. Rote memory
    - b. Immediate feedback
  - 2. Whole
    - a. General understanding
    - b. Elimination of steps
  - 3. Flexible plan: whole important for understanding clusters and concepts
- E. Role of discipline
  - 1. Autocratic
  - 2. Permissive
  - 3. Self-discipline

II. The Learning Material

- A. Amount to be learned
  - 1. Memory span — Ebbinghaus' curve
  - 2. Cognitive dissonance
  - 3. Challenge
  - 4. Frustration
- B. New Material
  - 1. Reward of new experience
  - 2. Curiosity drive
- C. Meaningfulness
  - 1. Participation in material to be learned
  - 2. Interest
  - 3. Utility — personal
  - 4. Social: can be applied to real world

III. Transfer of Training

- A. Influence of prior learning
  - 1. Cognitive map
  - 2. Insight
  - 3. Positive transfer
  - 4. Negative transfer
- B. Immediate influence
  - 1. Examples of positive transfer
  - 2. Examples of negative transfer
- C. Learning and transfer
  - 1. Stimulus similarity
  - 2. Response similarity

IV. Measuring Retention and Forgetting

- A. Recall: Reproduction of learning
- B. Recognition: Correct response
- C. Relearning: Relearn original task — absolute savings score
- D. What makes us forget?
  - 1. Interference
  - 2. Working and sleeping
  - 3. New learning effects
  - 4. Meaningfulness
  - 5. Emotional factor
  - 6. Motivational factor
  - 7. Zeigarnik effect
- E. Do we ever forget completely?

SOCIOLOGY FOR SENIORS

by Robert Culp

OBJECTIVES

This fourteen week course is designed to provide an opportunity for seniors to study the major concepts, methods and problems of sociology, and to examine social processes and behavior through scientific observations.

By identifying groups, their beliefs, values and mores, students understand that their own identities are largely a product of the groups to which they belong. Students become familiar with the research and literature of Sociology and learn to use the scientific method as a technique for organizing knowledge and gaining understanding by mastering the sociologist's view of society as a system of human interaction. They discover the complexity of American culture, its sub-cultures and countercultures. They learn to ask sociological questions such as: What are the collective ideas that move men and institutions? What are their perceptions? What motivates men? Which kind of behavior is universal to all men?

PART I. COURSE OUTLINE

I. Introduction and Overview

II. Science and the Search for Truth
- A. What is unique about sociology?
- B. Comparison with other behavioral sciences
- C. Characteristics of scientific knowledge
- D. Fields of sociology
- E. Methods and roles of the sociologist

III. Structure of Culture
- A. Culture as a system of norms
- B. The structure of culture
  1. Culture and biological processes
  2. Culture and perception
  3. Culture and the expression of emotion
  4. Cultural universals
- C. Subculture and counterculture
- D. Cultural patterns
  1. Mores
  2. Folkways
  3. Beliefs
  4. Values
  5. Symbols

IV. Acquiring Culture
- A. Nature and nurture
- B. Social evolution
- C. Personality and culture
- D. The self
- E. Primary agencies of socialization
  1. The family
  2. The peer group

V. Cultural Conformity and Deviance
- A. The reasons for conformity
- B. Deviation
- C. Social control
- D. Anomaly and deviance
- E. Role conflict — role strain

VI. Social stratification
- A. Status, stratification and class
- B. Existence of classes
- C. Social mobility
- D. Significance of class
  1. Class and mortality and health
  2. Class and personality
  3. Class and values
  4. Class and religion
  5. Class and taste
- E. Class and caste
- F. Status seeking
- G. The hidden injuries of class

VII. Social Associations
- A. Social categories
- B. Social categories
  1. Social categories
  2. Social categories
  3. Social groups
  4. Primary and secondary groups
  5. In-groups and out-groups
  6. Associations
  7. Bureaucracy
  8. Optimum size groups
  9. Reference groups
- B. The nature of collective behavior
  1. Social aggregates
  2. The crowd
  3. The mass
  4. The public
  5. Social movements

VIII. The Family
- A. Functions
- B. Structure
- C. Mate selection
- D. The changing American family

IX. Scientific American Studies Based on Reprint Series
(Sample titles from over a hundred copies)
- A. "Joey the Mechanical Boy"
- B. "The Pecking Order of Chickens"
- C. "The Pathology of Population Density"
- D. "Origins of Society"
- E. "Culture of Poverty"
- F. "Social Deprivation of Monkeys"

X. Episodes in Social Inquiry Series prepared by Sociological Resource for the Social Studies — Allyn, Bacon, Inc., (sample titles)
- A. "Testing for Truth"
- B. "Images of People"
- C. "Incidence and Effects of Poverty in the United States"
- D. "Social Mobility in the United States"
- E. "Family Size and Society"
- F. "Divorce in the United States"
- G. "Roles of Modern Women"

PART II. RESOURCES AND EVALUATION

A. Texts

Invitation to Sociology, Berger, Peter L., Doubleday, N.Y., N.Y., 1973.

Sociology, Horton, Paul B., Mc Graw, N.Y., N.Y., 1968.

Sociology: A Systematic Approach, Van Der Zanden, James W., Ronald Press Co., N.Y., N.Y.

B. Additional Readings

Subcultures, Arnold, David O., Paper, Glendessary, Berkley, Cal., 1970.

The Nature of Prejudice, Alport, Gordon W., Doubleday, N.Y., N.Y., 1958.

The Social Animal, Aronson, Elliot, Paper, W. H. Freeman, San Francisco, Cal., 1972.

Class, Status, and Power, Bendix, Reinhard and Lipsed, S.M., (ed), Free Press, N.Y., N.Y., 1966.

Readings in Sociology, Cuber, John F. and Haroff, Peggy B., Appleton, N.Y., N.Y., 1960.

Population Bomb, Ehrlich, Paul R., Ballantine, N.Y., N.Y., 1971.

Youth, Change and Challenge, Erikson, Erik H., Basic Press, N.Y., N.Y., 1963.

Childhood and Society, Erikson, Erik H., Norton Press, N.Y., N.Y., 1964.

Civilization and Its Discontents, Freud, Sigmund, Paper, Norton Press, N.Y., N.Y., 1964.

Other America, Harrington, Michael, Paper, Penguin Press, N.Y., N.Y., 1962.

White Over Black, Jordon, Winthrop D., Penguin Press, N.Y., N.Y., 1969.

Mirror For Man, Kluckholm, Clyde, Mc Graw Hill, N.Y., N.Y., 1949.

Four Ways of Being Human, Lisitzky, Gene, Viking Press, N.Y., N.Y., (no date available).

Dynamics of Growth in a Finite World, Meadows, Denis L. et al, Wright Allen, Cambridge, Md., 1973.

Status Seekers, Packard, Vance, Mc Kay, N.Y., N.Y., 1959.

Men in Groups, Tiger, Lionel, Random, N.Y., N.Y., 1969.

Hidden Injuries of Class, Sennett, Richard and Cobb, Jonothan, Knopf, N.Y., N.Y., 1972.

Yesterday's People, Weller, Jack E., Dell, N.Y., N.Y., 1965.

Religion in the Struggle for Power, Yinger, John, Russell, N.Y., N.Y., 1961.

C. Periodicals

Scientific American Reprints
Society (Trans-Action)
Psychology Today
American Sociological Review
Current Problems
American Journal of Sociology
Ramparts
Commentary

D. Films

"Hunger in America"
"Martin Luther King"
"Future Shock"
"Fears of Children"
"Play and Personality"
"The Cage"
"A Family Affair"

E. Teaching Styles

The course design is meant to be flexible. Student needs and desires are considered and students help decide the precise course content. Topics other than those listed may be studied. A variety of techniques is used, such as class discussion, independent study reports, lectures, guest speakers, educational games and episodes. Student thinking is challenged and virtually every idea questioned.

F. Evaluation

Grades are minimized; if possible, the groups vote on a common grade. By dispensing with grades, a more honest student-teacher relationship is possible and student research, reports, discussion, and papers can be criticized more objectively. Often, a discussion will reveal student progress in dealing with biases, prejudices, and insights into subcultures and countercultures unfamiliar to, and in some cases, opposite to student values. The nature of the work will dictate the evaluation process. Students may opt for Pass-Fail or letter grades. An anecdotal evaluation of each student is written based upon class work and oral presentations.

PART III. DETAILED UNIT

INDEPENDENT STUDY PROJECT — SUBCULTURES AND COUNTERCULTURES

The following list contains suggested topics for special projects.

I. An analysis of a particular subculture or counterculture. (See list below.) Students define the particular subculture or counterculture in terms of the behavior patterns and positions or institutions which distinguish it from the general culture. They present a brief historical resume that explains the factors which have contributed to the present state of the subculture or counterculture.

Ethnic or national subcultures: Italian-Americans, Black Americans, Spanish-Americans, Indians, Jewish-Americans, German-Americans, Polish-Americans, Oriental-Americans, Russian-Americans, Hellenic-Americans, Appalachian Americans, etc.

Religions: Evangelical movements, Jesus Followers, Mormons, Black Muslims, Quakers, Mennonites, Orthodox Jews, Satanic cults, Father Divine groups, Protestant, Catholic groups, Underground church, Drug-religious.

Amish, Ethical Culturalists, Zen Buddhism, Yoga, Hare Krishna, I Ching, Sufi, Moslem, Astrology, Children of God, Theosophy, Rosicrucian, Scientology, Cargo Cults, Tao, Spiritism, Oto, Gurdjieff, Vedanta, Tarot, etc.

Occupational: Coal miners, hard hats, teachers, policemen, Jesuits, athletes, physicians, lawyers, politicians, professional military, artists, musicians, bartenders, cab drivers, etc.

Age-groups: Senior citizens, teenagers, housewives, nursery school children, Kindergarten classes, etc.

Deviant or Counterculture: SDS, socialists, communists, hippies, drug addicts, alcoholics, Mafia, homosexuals, juvenile gangs, communes, delinquents, convicts, prison cultures, professional thieves, career criminals, Street corner society, Protest groups, Women's-Lib groups, etc.

II. Other Topics:

a. Functions and dysfunctions of student government in a public high school
b. Functions and dysfunctions of intramural athletics in high school
c. Defining the "generation gap" in terms of norms, values, beliefs and symbols
d. Factors affecting the morale of high school students
e. Religious beliefs and attitudes of high school students
f. A study of power patterns among high school students
g. A study of occupational status-ranking among high school students
h. Factors contributing to student activism
i. Status goals and symbols for the high school system

III. Attitudes of the members of a religious congregation towards: social reforms, church reforms, religious teachings and values

IV. Social effects of the population explosion

V. Study of public attitudes towards sex as revealed in the treatment of sex information and concepts by the mass media

VI. A study of a position: behavior patterns which define it, the position sets of which it was a part

VII. Sociological foundations of prejudice

VIII. Comparison of suburban values with urban values

IX. Study of class values: middle class blacks, lower class rural whites, upper upper class, welfare culture, working class values, middle class America, silent majority

X. Effects of television on children

THE SOVIET UNION

by Barry Bradford

OBJECTIVES

This course is designed to help students learn about the people of the Soviet Union—their history, government, economy, education and life styles. The objective is the arousal of intellectual curiosity that can be transformed into international understanding; it is not to probe for a weakness we can exploit, or frighten us into higher defense appropriations.

The Soviet Union is the major rival to the United States in military, economic and political power. During the more than half-century of its existence, the official relationship between the Soviet Union and the United States has gone through many phases: non-recognition; a wartime alliance of necessity; Cold War hostility and confrontation; and now a cautious detente. It is important for students to understand this transition.

American attitudes toward the Soviet Union have changed also, and the inevitability of nuclear war with Russia is no longer the topic of concern it was twenty years ago. In today's educational climate, it is possible to present an objective study of the Soviet Union that would have been impossible several years ago during the Cuban missile crisis. Students should understand this attitudinal transition as well.

To provide for individual needs, the students themselves suggest the areas of Soviet life they wish to explore. They state, at the beginning of the course, what they wish to learn. Accordingly, individual and/or group projects to facilitate their goals are encouraged.

PART I. COURSE OUTLINE

I. Russia — the Land and the People
A. Geography
B. Asia/Europe
C. Czarist government
D. Language
E. Culture
F. Foreign policy

II. The Communist Revolution
A. Conditions 1900 — 1910
B. The 1905 Rebellion
C. World War I
D. Karensky and the Provisional Government
E. Lenin and the Bolsheviks

III. The Soviet Union Established
A. Civil War and Versailles
B. Lenin and the NEP
C. Outside interference
D. "One step forward, two steps backward"
E. Stalin vs. Trotsky

IV. Russia under Stalin (1924 — 1953)
- A. The Five-Year Plans
- B. Political terrorism
- C. Religious oppression
- D. Pre-war foreign policy (1932 — 1939)
- E. The "Grand Alliance"
- F. The Iron Curtain
- G. The Cold War (1946 — 1953)

V. The Era of Khrushchev (1954 — 1967)
- A. Summitry
- B. The Split with China
- C. The Cuban Crisis
- D. Technological progress
- E. Economic failure

VI. The New Commissars
- A. Breshnev and Kosygin
- B. The Politburo
- C. Eastern Europe
- D. Southeast Asia
- E. Relations with Johnson
- F. Relations with Nixon
- G. Relations with Ford

VII. Soviet Russia Today
- A. Government
- B. Economy
- C. Military
- D. Education
- E. Culture
- F. Foreign policy
- G. Life style

PART II. RESOURCES AND EVALUATION

A. Texts

Fifty Years of Soviet Foreign Policy, Dinerstein, Herbert S., Johns Hopkins, Baltimore, Md. 1968.

Russia and the West Under Lenin, Kennan, George F., Atlantic Monthly, Boston, Mass., 1961.

Soviet Union in World Affairs, Kulski, Wladyslaw W., Syracuse University Press, Syracuse, N.Y., 1973.

Russia and the Cold War, La Feber, Walter, John Wiley & Sons, 1969

Russia, (Basic Text), Pares, Bernard, New American Library, N.Y., 1943.

B. Films

Russia — Czar to Lenin — (29 min.)

Russian Life Today — (19 min.)

U.S.S.R. — City on the Volga — (14 min.)

U.S.S.R. — Soviet Citizen and His Community — (19 min.)

Screen News Digest, Vol. 7, #4 — (20 min.)
(Rise of Breshnev and Kosygin)

Screen News Digest, Vol. 10, #4 — (15 min.)
(50 Years of Communism)

Screen News Digest, Vol. 12, #2 — (14 min.)
(Eastern Europe and Russia)

Screen News Digest, Vol. 13, #3 — (15 min.)
(The Dream of the Czars — The Middle East)

C. Periodicals

Time, Life, Newsweek, et al.

Soviet Life

The U.S.S.R.

Foreign Affairs Quarterly

N.Y. Times (Microfilm 1960 — 1972) misc.

D. Tapes

E. Other:

1. Tourists, students, businessmen, etc. who have recently visited the Soviet Union.
2. In addition, students are encouraged to read novels of the great Russian authors, both past and present, whose works reflect a picture of life in Russia unsurpassed by any other source.

F. Teaching Styles

Group discussion based upon assigned readings is used consistently, along with lectures, map studies, films, problem solving and reports on the Soviet Union. Students also explore their own areas of interest.

G. Evaluation

Most students elect this course on a Pass-Fail basis. To this extent a "pass" is earned by meeting the basic requirements set forth below. The actual evaluation is up to the student. He sets his goals and knows whether he has met them.

1. Basic Requirements for "Pass"
   - a. Attend and participate in the regularly scheduled class meetings.
   - b. Read assigned material and give evidence of doing so by daily recitations.
   - c. Contribute to the presentation of at least one planned group discussion.
   - d. Submit report (student's own choice of method—written, oral, tape, film, etc.) on any aspect of the Soviet union.

     The report does *not* have to be on a topic included in this outline.

     There may be some students who for a variety of reasons wish to earn a letter grade. In such cases the students must comply with the following:

2. Requirements for a Letter Grade
   - a. Complete all requirements for "Pass" outlined above.
   - b. Inform instructor by the second week of the class of one's intention to seek a letter grade.
   - c. Enter into a contract with the instructor concerning the report.
   - d. The evaluation of the report will be made by the instructor during a conference with the student.

PART III. DETAILED UNIT

SOVIET UNION

I. Objectives

A. To familiarize students with the basic structure of government in U.S.S.R.
B. To illustrate party influence on government
C. To compare and contrast with U.S. Government

II. Procedure

A. Outline Structure of Civil Government (with party parallels)

Civil	*Party*
1. Rural Soviets	Local Organization
2. District Soviets	District Congress
3. Obiast (Regional) Soviets	Obiast Congress Republic Congress
4. Republic Soviet	All Union Congress
5. Supreme Soviet	Central Committee
6. Council of Ministers	Secretariat
7. Presidium	Politburo
8. Chairman	1st Party Secretary

B. All civil offices above rural Soviets must be held by Party Members
C. Key Party Officers
   1. Central committee
   2. Secretariat
   3. Politburo
   4. Party secretary
D. U.S. System (brief review)
   1. Local government (mayor/council, etc)
   2. County government
   3. State government
   4. Federal government
      a) Congress (Legislature)
      b) President (Executive)
E. Compare and Contrast
   1. In U.S.S.R. party membership limited to select few — 10%
   2. In U.S.A. only about 10% participate
   3. Separation of powers in U.S.A.
   4. Concentration of power in U.S.S.R.

III. Resources

World of Communism, Swearingen, Rodger, Houghton Mifflin, New York, 1962.

Russia, Pares, Sir Bernard, Mentor, New York, 1949

Soviet Union, Salisbury, Harrison, Signet, New York, 1967

Russia in the Twentieth Century, Nenarokov, Apollo (ed.), New York, 1969

Various Periodicals

Time

Newsweek

N.Y.Times

STATE AND LOCAL GOVERNMENT

by Barry Bradford

OBJECTIVES

High school students have recently become painfully aware of the effect of state and local government on their daily lives, yet they have little or no knowledge of the function and purpose of government below the federal level. Most students are registered voters by the time they complete their senior year. This course is designed to help students understand the basic structure of government, what state and local government can and should do for them, and to enhance their participation and involvement in these processes.

Basic problems facing all levels of government are examined, and relationships, duties and services among the four levels of government—federal, state, county and local are discussed. Emphasis is placed upon the structure of state and local government in the State of New Jersey. In addition, students are urged to visit and observe as many local, county and state governing bodies and agencies as possible. Officials from all levels are invited to discuss the problems of their particular offices.

PART I. COURSE OUTLINE

I. The Federal System

A. Historical background
   1. Colonial experience
   2. Continental Congress
   3. Articles of Confederation
   4. The Constitution
B. The 19th Century
   1. Jeffersonian democracy
   2. Jacksonian nationalism
   3. Secession of the States
   4. Reunion and reaction
   5. The Industrial Revolution
C. The 20th Century
   1. Major problems
   2. Current status
   3. Proposed solutions

II. The Structure of Government

A. State
   1. Governor
   2. Legislature
   3. Courts (including county and local)
   4. Agencies
B. County
   1. Nationwide
   2. Freeholders (N.J.)
   3. Is county government obsolete?
C. Local
   1. Major cities
   2. Minor cities
   3. Towns, boroughs, villages
D. The N.J. State Constitution (1948)

1. Compared and contrasted with the federal constitution
2. Rural over-representation

III. **The Citizen and Government**
- A. Rights and privileges
  1. Representation
  2. Education
  3. Protection
  4. Recreation
  5. Health and Welfare
  6. Other
- B. Duties and responsibilities
  1. Vote — hold office
  2. Jury — local appointment
  3. Attend public meetings
  4. General participation
  5. Other
- C. Summary and conclusion
  1. What do you see as the role of local and state government?
  2. What do you see as the role of the citizen in his community?

PART II. RESOURCES AND EVALUATION

A. Texts

Government by the People, Burns, James M., Prentice Hall, N.Y., N.Y., 1963.

Our Living Government, Haefner, et al., Scott, Foresman and Co., Glenview, Ill., 1960.

American State and Local Government, Johnson, et. al., Thomas Y. Crowell Co., N.Y., N.Y., 1972.

New Jersey: Spotlight on Government, League of Women Voters (ed.) Brody, Eliz., Rutgers University Press, New Brunswick, N.J., 1972.

State and Local Government and Politics, Rigby, W., Dickenson Pub. Co., Encino, Cal., 1969.

B. Films

Community Government (13 min.)

The Governor (29 min.)

C. Consultants

Borough Administrator

Mayor/Councilmen

Board of Education

Other local Boards

Freeholders

State Senator/Assemblymen

Judge/Magistrate

D. Trips

(Voluntary participation on student's own time—usually evenings)

Borough Council Meeting

Board of Education

Local or County Court

Freeholders meeting

State Senate/Assembly

Other

E. Additional resources

Periodicals (various)

State/County information sheets

N.Y. Times microfilm (1960 — 1975)

County Hall of Records

F. Teaching Styles

The teaching styles prevalent in this course are guided discovery, problem solving, discussion and lecture. Films, guest speakers, demonstration and individual programs designed by students are utilized.

G. Evaluation

Students are encouraged to elect this course on a non-grade or Pass-Fail basis. Letter grades may also be given. Since there is no limit to the maximum depth of information obtained, self-evaluation by the student will be the most valid instrument for determining knowledge gained.

Certain basic requirements are mandatory for students to obtain credit for the course:

1. To attend and participate in regularly scheduled class meetings
2. To read the material assigned by the teacher and/or discussion leader
3. To attend and observe at least three (3) different local, county or state public meetings and submit brief written reports of impressions (If students wish to specialize in one particular agency, e.g., Borough Council, County Court, etc., this will be acceptable)
4. To complete a project concerning any of the major problems facing state, county or local government today

If a student requires a letter grade for the course, item #4 must be approved by student and teacher and a contract made concerning its content and completion. Evaluation will be made by the teacher after the project's completion and a personal conference with the student.

PART III. DETAILED UNIT

Rural Over-Representation

I. **Objectives:**
To show how the problem of over-representation occurred and what steps have been taken to correct it, and to have students examine and determine whether the problem still exists in New Jersey.

II. **Time**
Two class meetings (80 min.)

III. **Procedure**
1. Teacher will introduce and ask students to define the term rural over-representation. A brief history of the problem follows:
   A. 19th Century residence patterns
   B. Shift to urbanization

C. N.J. representation prior to 1960
D. Reluctance to redistrict — why? (end of first class)
E. Assign: Baker vs. Carr (1964)
F. Discuss: Baker vs. Carr
G. Discuss N.J. redistricting program
H. Examine 1970 N.J. census
I. Discuss recent court decisions regarding N.J. representation
J. Is further redistricting needed? (end of second class)

STOCKS AND BONDS

by Floyd De Nicola

OBJECTIVES

This course presents an overview of the stock and bond markets and is designed to create an awareness of American business, economic trends and sound investment procedures. It attempts to provide students with the basic language and terminology used in the trade and to answer the many questions students have about the subject. Students are trained in wise investment procedures and in learning to take risks to gain profits. They are encouraged to visit various exchanges and brokerage houses, question experts in the field and experiment with mock or real investments. They become aware of the many available sources of investment information and learn to look at this business field as a possibility for future work.

PART I. COURSE OUTLINE

I. Introduction

II. Types of Business Organizations
A. Advantages and disadvantages of each
B. Examples: sole proprietorships, partnerships and corporations

III. Corporate Financing
A. Stocks — common and preferred
B. Bonds and debentures
C. Commercial loans
D. Internal financing

IV. Investment Banking

V. Government and Municipal Bonds

VI. Understanding Financial Statements
A. The balance sheet
B. The income statement
C. Financial terminology
D. The keys to value
1. Pretax profit margins
2. Current ratio
3. Liquidity ratio
4. Capitalization ratios
5. Sales to fixed assets
6. Net income to net worth
7. Earnings per share
8. Dividends per share
9. Price earnings multiple

VII. Sources of Investor Information
A. Financial World, Barron's, Business Week, Fortune and Wall Street Journal
B. The business section of a large newspaper
C. Financial columnists
D. Brokerage research departments
E. Subscription service letters

VIII. The New York Stock Exchange
A. Membership
B. How it functions
C. The process of buying and selling

IX. The O.T.C. Market

X. The Basic rules of Investing
A. The risks and rewards
B. The importance of facts and tips
C. Advice from brokers
D. The cash reserve
E. Investment goals

XI. Coordinating Investments
A. Insurance
B. Real estate
C. Personal liquidity

XII. Investment Targets
A. Preservation of capital
B. Safe current and future income
C. Growth of real capital
D. Above average current income
E. Rising future income
F. Maximum speculative gain

PART II. RESOURCES AND EVALUATION

A. Texts

These publications are in booklet form and are provided by the educational department of the New York Stock Exchange.

You and the Investment World

Understanding the New York Stock Exchange

How to Understand Financial Statements

B. Bibliography of Additional Readings

Shelby Goes to Wall Street, Brande, Michael, T.S. Denison and Co. Minneapolis, Minn. (no date available)

Investing Money, Brindze, Ruth, Harcourt, Brace and Jovanovich, Inc., N.Y., N.Y., 1968.

How to Buy Stocks, Engel, Louis, Bantam Books, N.Y., N.Y., 1972.

Stock Symbol Guide, Fitch, Francis E., (available from brokers)

Stock Market Behavior, Krow, Harvey A., Random House, N.Y., N.Y., 1969.

Managing Your Money, Lasser, J.K. and Porter, Sylvia, Henry Holt and Co. (no date available)

The Stock Market, Leffler, George L. and Farwell, Loring C., Ronald Press, 1963. N.Y., N.Y., 1963.

Wall Street: A Pictorial History, Levenson, J.A., The Free Press, N.Y., N.Y. (no date available)

C. Films

"The Lady and the Stock Exchange," (available through the New York Stock Exchange)

D. Booklets and Pamphlets

How to Buy Stocks, Merrill Lynch, Pierce, Fenner and Smith, 70 Pine St., New York City, N.Y.

Money and Banking for Everyday Living, American Banking Association

The Portfolio of Teaching Aids (free upon request from the New York Stock Exchange)

E. Teaching Styles

The course is designed to accommodate 10 to 15 students taught in an open space setting. A variety of instructional techniques are used such as lecture, class discussion, field trips, reports, guest speakers and student mock investments. In addition, price fluctuation for particular securities are followed and graphically plotted.

F. Evaluation

A test, prepared by the Educational Department of the New York Stock Exchange, is administered. This is a most helpful tool.

Oral presentations of visits to brokerage offices and exchanges are weighed heavily, as is class participation.

PART III. DETAILED UNIT

The Detailed Unit is entitled Class and Individual Activities. Students are requested to select one individual activity and the class is required to choose one project.

I. Individual Activities

- A. Visits to local brokerage firms
- B. Touring the New York Stock Exchange
- C. Touring the American Stock Exchange
- D. Visits to modern investment banking firms
- E. Interviews with security analysts
- F. Visits to bond dealers
- G. Visits to commercial banks and interviews with investment counselors
- H. Visits to the Commodity Exchange
- I. Attendance at stockholders' meetings — large corporations
- J. Designing a stock index
- K. Detailed study of a corporation or small business for possible future involvement

In all cases students are required to report to the class their experiences regarding the specific activity, stressing the reason(s) for choosing it, who was contacted and how the contact was made, what was observed, and how their observations meshed with preconceived notions held.

II. Class Projects

- A. Undertake simulated stock purchases. Each class member is allotted a sum of $10,000. to invest and after a given period of time the results of these investments are analyzed. Each student is asked to make a written statement as to why the purchases were made and how the results were determined.
- B. Actual stock purchase
  1. Each class member is asked to submit a sum of money to a "pool."
  2. Investment objectives are set down.
  3. Student "counselors" analyze stocks and present a list for possible purchase.
  4. Securities are purchased.
  5. Stocks are charted daily.

STUDENTS AND THE LAW

by Floyd De Nicola

OBJECTIVES

The major purpose of this course is to provide students with the knowledge and appreciation of their rights under the law and the responsibilities which go along with these rights. They learn that local, state and federal laws are sometimes at variance. Due process in the schools, school rules and regulations, and constitutional rights are discussed.

Actual cases concerning young people are studied, whereby students are given the opportunity to learn the facts regarding particular legal actions, evaluate the evidence and then render decisions. Since most of the written material on this subject is not found in single texts, students are required to "dig out" information, interview authorities, and conduct in-depth research.

PART I. COURSE OUTLINE

I. Student Rights

- A. Introduction
- B. Freedom of access to an education
- C. Freedom of expression
  1. Speech
  2. Writing
  3. Symbolic expression
     - a. Hair styles
     - b. Clothing
     - c. Buttons
     - d. Physical gestures
- D. Freedom of assembly
- E. Due process in disciplinary proceedings
- F. Participation in school government
- G. Confidentiality of records
- H. Search and seizure
- I. Institutional authority off school grounds
- J. Local discipline and grievance procedures

II. **Limitations on student rights**

A. Material and substantial disruption of the educational processes
B. Property destruction
C. Assault on school employees
D. Physical abuse of a student
E. Weapons and dangerous instruments
F. Narcotics and drugs
G. Alcoholic beverages
H. Repeated school violations

III. **Supreme Court Decisions; State Decisions**

A. Freedom of thought, belief and expression
   1. Feiner vs. New York (1951)
   2. Kunz vs. New York (1951)
   3. Tinker vs. Des Moines School District
   4. Guzick vs. Dregus (1970)
B. Freedom of religion
   1. United States vs. Seegar (1965)
   2. Gobitis case (1940)
   3. West Virginia Board of Education vs. Barnette (1943)
   4. McCullum vs. Board of Education (1948)
   5. Zorach vs. Clausen (1952)
   6. Engle vs. Vitale (1961)
   7. Abington School District vs. Schempp (1963)
   8. Emerson vs. Board of Education (1967)
   9. The Cochran Case (1967)
C. The right to an education: Brown vs. The Board of Topeka, Kansas (1954)
D. The right of accused juveniles:
   In re Gault
E. Violation of student rights:
   Wood vs. Strickland (1975) (This is the spiked punch case)
F. Suspension without due process:
   Goss vs. Lopez (1975)
G. Athletic eligibility
   1. Haas vs. South Bend Community School Corp., Supreme Court of Indiana (1972)
   2. Bunger vs. Iowa High School Athletic Association
H. Smoking and schools
I. Student marriages and pregnancies:
   Johnson vs. Board of Education of the Borough of Paulsboro (N.J.) (1972)
J. School publications by students:
   Goodman vs. the Board of Education (1971)
   (Decision by the Commissioner of Education of New Jersey)
K. Students and grades:
   Commissioner of Education (N.J.) has ruling on this matter as quoted in Student Highlights, April 1974.

PART II. RESOURCES AND EVALUATION

A. Texts

Up Against the Law, Strouse, Jean, Signet, 1969.

B. Additional Readings

The Reasonable Exercise of Authority, Ackerly, Robert, National Association of Secondary School Principals, Reston, Va.

Academic Freedom in the Secondary Schools, American Civil Liberties Union.

The Pursuit of Justice, Bragdon and Pittenger, Macmillan, N.Y., N.Y., 1969.

The Due Process Revolution, Graham, Fred P., Hayden Book Co., Rochelle Pk., N.J., 1971.

Code of Student Rights and Responsibilities, National Education Association, Washington, D.C.

Guide to 18 Year Old Adulthood in N.J., Office of the Governor, Trenton, N.J.

Teenagers and the Law, Hanna, J.P., Ginn and Co., Boston, Mass., 1972.

New Jersey Statutes Annotated Title 18.

Guide to School Law, Nolte, M. Chester, Parker Publishing Co., N.Y., N.Y., 1972.

Rights and Responsibilities, Ohio Department of Education, Administrative Guidelines 1971, Columbus, Ohio.

Human Rights in the United States, Starr, I., Oxford Book Co., N.Y., N.Y., 1969.

Schools and the Supreme Court, Practicing Law Institute, N.Y.C., N.Y., N.Y., 1972.

C. Publications

"Student Advocate" — Published nine times a year by the Office of Student Activities of National Association of Secondary School Principals.

Legal Memorandums of the NASSP are extremely useful. These are published monthly.

D. Consultants

School Administrators
Police
Magistrates
Juvenile judges

E. Teaching Styles

The course is designed for an enrollment of not more than ten to twelve students. The case method of teaching is used. Students are given written descriptions of cases involving young people and are asked to identify the issues and then make decisions. The teacher discusses the judges' decisions.

F. Evaluation

Class participation and student presentations are used throughout and form the basis for evaluation. Students are given cases involving other students and the class acts as a court. The decisions of the courts are given by the teacher and are compared with the class decisions. Students may opt for a letter grade or Pass-Fail.

G. Discussion questions suitable for seminar approach:

1. What are the age limitations to a "right to a public education?"
2. When is a student depriving others of an equal right to an education?
3. What are reasonable regulations for maintaining order?
4. What are the broad social rules which govern fundamental fairness in human dialogue?
5. Should students who edit, write, publish or distribute printed materials assume full responsibility for such materials?
6. Are student courts an answer to adjudicating infractions?
7. What is due process in disciplinary proceedings?
8. What guidelines should exist on the rights of students to protection from unreasonable invasion of privacy?
9. The school role today insofar as *in loco parentis* is concerned.

PART III. DETAILED UNIT

Right of Juveniles Before the Law

The discussion of the topic is centered around a study of the famous Supreme Court case of In Re Gault 1967, which many authorities feel helped to bring about a revolution in student rights.

I. Historical background

II. General Procedures of Juvenile Courts

III. The case background of In Re Gault
Each student reads the details of the case

IV. Procedural Guarantees that Adults Have
- A. The right to counsel
- B. Trial by jury
- C. Written statement of charges
- D. Ability to confront and cross examine witnesses
- E. Stenographic records of the hearings in the judge's chambers

V. Due Process
Should minors be entitled to due process?

VI. The Decisions Handed Down by the Students in the Class
These are turned in to the teacher and they are read to the class.

VII. Summary of the Supreme Court of the United States Decision
- A. Majority opinion
- B. Minority opinion

VIII. The Nature of Due Process That Students Have Before the Law
- A. The right to a formal and timely notice of charges
- B. The right to counsel
- C. The privilege against self-incrimination
- D. The right to confront and examine witnesses (In this case, the right of the Gaults to compel a witness to be in court and question her about the telephone call on which the prosecution was based.)

IX. Questions for Discussion
- A. Did the decision of the Supreme Court destroy the usefulness of the juvenile court system?
- B. Would publicity about delinquents deter misconduct?
- C. Should juvenile proceedings be closed to the public?
- D. Should there be teenage juries which would make recommendations to judges on the appropriate punishment for specific cases?
- E. Should employers have access to knowledge concerning delinquency records of job applicants?
- G. What responsibilities go with the rights under due process?

X. Projects
- A. Interview a probation officer or juvenile judge.
- B. Read the accounts of the Supreme Court case as reported in the local and other newspapers.
- C. Interview the chairman of the local juvenile conference.
- D. Interview a policeman on the rights of juveniles before the law.

XI. Bibliography for Detailed Unit

Documents of American History, Commager, Henry S., Appleton Century Crofts, N.Y., N.Y. (no date available)

The Pursuit of Justice, Bragdon and Pittenger, Macmillan Co., N.Y., N.Y. (the teachers' edition is especially useful) (no date available)

VITAL ISSUES OF THE UNITED STATES CONSTITUTION

by Geoffrey Gordon

OBJECTIVES

The major objectives of this course are: acquaint students with the oldest living Constitution in the world — the United States Constitution; examine the foundations of justice in this country; understand the basic concepts of law with the realization that the laws ordained by the Constitution are the supreme laws of the land; examine the crises of past and present in terms of constitutional law; and en-

courage interest and participation in democracy and democratic law.

In summary, this course is designed to promote an understanding and conceptualization of justice in terms of our American Democracy through the fundamental laws provided by our Constitution.

PART I. COURSE OUTLINE

I. The Constitution — Change, Interpretation and Enforcement
- A. The principle of judicial review
  1. Marbury vs. Madison
  2. Eakin vs. Raub
  3. Luther vs. Borden
  4. Massachusetts vs. Mellon
- B. Unconstitutionality of statutes: Carter vs. Carter Coal Company

II. The Three Departments — Relationship and Controls
- A. The principle of separation of powers: Springer vs. Phillipine Islands
- B. The judicial branch
  1. Ex parte McCardle
  2. Michaelson vs. U.S.
  3. Ex parte Grossman
- C. The legislative branch
  1. McGrain vs. Daugherty
  2. Watkins vs. U.S.
  3. Schecter Poultry Corp. vs. U.S.
- D. The executive branch
  1. Korematso vs. U.S.
  2. Youngstown Sheet and Tube Co. vs. Sawyer
  3. U.S. vs. Belmont
  4. In re: Neagle
  5. Myers vs. U.S.

III. Constitutional Relationships in the Federal System
- A. Division of power between nation and states
  1. McCulloch vs. Maryland
  2. Martin vs. Hunter's Lessee
  3. Ex parte Siebold
  4. Kentucky vs. Dennison
  5. South Dakota vs. North Carolina

IV. The Power to Tax and Spend
- A. Hylton vs. U.S.
- B. Knowlton vs. Moore
- C. Collector vs. Day
- D. McCray vs. U.S.
- E. Bailey vs. Drexel Furniture Co.
- F. U.S. vs. Doremus
- G. Social Security Act cases

V. Power Over Interstate Commerce
- A. Gibbons vs. Ogden
- B. Cooley vs. Board-of-Wardens of the Port of Philadelphia
- C. Edwards vs. California
- D. National Labor Relations Board vs. Jones and McLaughlin Steel Co.
- E. Hammer vs. Dugenhart
- F. Vis vs. Darby

VI. The Bill of Rights
- A. Barron vs. Baltimore
- B. Unreasonable search and seizure
  1. Boyd vs. U.S.
  2. Olmstead vs. U.S.
  3. U.S. vs. Rabinowitz
  4. Weeks vs. U.S.
- C. Self-incrimination
  1. Brown vs. Walker
  2. Ullman vs. U.S.
- D. Double jeopardy: U.S. vs. Lanza
- E. Grand Jury indictment
- F. Trial by jury and habeas corpus
- G. Assistance of counsel
- H. Speedy trial

VII. The Fourteenth Amendment
- A. Slaughterhouse cases
- B. Munn vs. U.S.
- C. Lochner vs. U.S.
- D. Palko vs. Connecticut
- E. Powell vs. Alabama

VIII. Protection of First Amendment Rights
- A. Schenck vs. U.S.
- B. Gitlow vs. U.S.
- C. Dennis vs. U.S.
- D. Yates vs. U.S.
- E. Adler vs. Board of Education
- F. Feiner vs. New York
- G. Near vs. Minnesota
- H. Thornhill vs. Alabama
- I. Murdock vs. Pennsylvania
- J. West Virginia State Board of Education
- K. vs. Barnette
- L. Everson vs. Board of Education
- M. McCollum vs. Board of Education

IX. Equal Protection of Law
- A. Norris vs. Alabama
- B. Plessy vs. Ferguson
- C. Brown vs. Board of Education of Topeka, Kansas
- D. Sweatt vs. Painter

PART II. RESOURCES AND EVALUATION

A. Texts

Cases in Constitutional Law, Cushman, Robert F., Appleton Century Croft, N.Y., N.Y., 1969-1972.

B. Additional Readings

The Supreme Court and the Constitution, Beard, Charles, Peter Smith, Gloucester, Mass. (no date available)

The Constitution and What it Means Today, Corwin, Edward S., Atheneum, 1963.

Cases in Civil Liberties, Cushman, Robert, Appleton Century Croft, N.Y., N.Y., 1968.

The Due Process Revolution, Graham, Fred, Hayden, Rochelle Pk., N.J., 1971.

The American Supreme Court, McCloskey, Robert, University of Chicago, Chicago, Ill., 1960.

The Bill of Rights, Miers, Earl, Grosset and Dunlap, N.Y. (no date available)

C. Vertical file

Libraries which contain vertical files on various subjects may be used for reference.

D. Periodicals

New York Times Magazine

Newsweek

Time

U.S. News and World Report

The Annals of the American Academy of Political and Social Science

Saturday Review

E. Teaching Styles

The course is built around the reading and study of Supreme Court decisions, therefore, the case method is widely used. Discussion centers around these decisions.

F. Evaluation

Requirements for Course Completion

1. Mandatory class attendance
2. Mandatory and optional reading assignments
3. One open book quiz
4. One paper giving an in-depth analysis of an approved topic
5. One independent study project

PART III. DETAILED UNIT

I. Free Speech and Free Press

A. Schenck vs. U.S. (1919)
   1. Freedom of speech and press are not absolute rights and were never intended to be so.
   2. Mr. Justice Holmes cites the example of a man "shouting fire in a crowded movie theatre."
      a. Clear and present danger doctrine — if speech presents a clear and present danger to others, then it is a violation of law.
   3. In the present case, two laws were passed.
      a. Espionage Act of 1917 — penalized any circulation of false statements made with intent to interfere with military success or obstruct recruiting.
      b. Sedition Act of 1918 — made illegal to obstruct the sale of government bonds or incite resistance to the government or promote the cause of its enemies.
   4. Schenck had circulated petitions among already drafted men to resist the draft. He was charged with violation of the Espionage Act.
   5. The constitutional question was: did Schenck's action present a clear and present danger to other citizens in violation of the freedom of speech?
   6. Mr. Justice Holmes' majority opinion concluded
      a. That clear and present danger was a legitimate limitation of freedom of speech.
      b. That Schenck had violated the Espionage Act of 1917 by obstructing the draft.
      c. That, therefore, Schenck was guilty as charged.

B. Gitlow vs. New York (1925)
   1. Once speech provoked action which was forbidden by the statute, then the "action" was what made speech punishable under law.
   2. Two tests were applied.
      a. "Clear and present danger" doctrine as specified in the Schenck case
      b. "Bad tendency" test
   3. The "bad tendency" test measured if a speech brought about actions in violation of law.
   4. Benjamin Gitlow was indicted under the New York Criminal Anarchy Act of 1902 for distributing Communist papers.
      a. Criminal Anarchy Act stated that it was illegal to overthrow government by force or violence
   5. Gitlow was judged guilty for violation of "bad tendency" test, although Mr. Justice Holmes dissented, stating that no clear and present danger was created to the state.

C. Dennis vs. U.S. (1951)
   1. Violation of Smith Act is charged, which is national equivalent to Criminal Anarchy Act of 1902.
   2. Teachers who are espousing Communist doctrine are convicted.
   3. The significant point here is that "clear and present" danger is expanded to mean "clear and probable" danger.
   4. Note the social climate of the McCarthy Era and its effects.

D. Yates vs. U.S. (1957)
   1. The Dennis case provides that legally the Communist party is conspiring to overthrow the government by force or conspiracy.
   2. The Yates case moves back to defining the "clear and probable" danger.

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